



LÍNGUA  
INGLESA

Volume 03



# Sumário - Língua Inglesa

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# LÍNGUA INGLESA

## Future Tenses

MÓDULO  
09

FRENTE  
A

### SIMPLE FUTURE

| Structure                         |                  |                  |
|-----------------------------------|------------------|------------------|
| will / shall* + verb (infinitive) |                  |                  |
|                                   | to work          | Contractions     |
| Affirmative                       |                  |                  |
| I                                 | will work        | _____ 'll work   |
| he, she, it                       | will work        | _____ 'll work   |
| you, we, they                     | will work        | _____ 'll work   |
| Negative                          |                  |                  |
| I                                 | will not work    | _____ won't work |
| he, she, it                       | will not work    | _____ won't work |
| you, we, they                     | will not work    | _____ won't work |
| Interrogative                     |                  |                  |
| I                                 | Will _____ work? | Não existem      |
| he, she, it                       | Will _____ work? |                  |
| you, we, they                     | Will _____ work? |                  |

\*Shall é usado para "I" e "we", somente.

Para se formar o *Simple Future*, coloca-se *will* antes do verbo principal, o qual estará no infinitivo. O auxiliar *will* permanecerá o mesmo para todos os pronomes pessoais.

#### Exemplos:

- She **will drink** beer tomorrow.
- Brazil **will win** the 2014 World Cup.
- They **will write** a letter next week.
- We **shall arrive** tomorrow.

#### Usos

- O auxiliar *will* é usado para expressar uma ação voluntária; geralmente, o utilizamos quando respondemos a uma reclamação ou a um pedido de ajuda de alguém, e tomamos uma decisão naquele exato momento.

#### Exemplos:

A: I'm really **thirsty**.

B: I **will get** some water for you.

A: This exercise is very difficult.

B: I **will help** you.

A: The phone is ringing.

B: Don't worry! I'll **answer** it.

- *Will* é também usado para expressar uma promessa.

#### Exemplos:

- I **will not tell** her about the surprise.
- I **shall call** you as soon as I get home.
- This year I **will spend** less money than I did last year.
- I **will marry** you as soon as I get a job.

## CONSOLIDATION I

**01. PUT** these sentences in the negative and interrogative forms.

A) She will call him later.

(-) \_\_\_\_\_  
(?) \_\_\_\_\_

B) You are going to move to Miami.

(-) \_\_\_\_\_  
(?) \_\_\_\_\_

C) Peter and Mary will get married.

(-) \_\_\_\_\_  
(?) \_\_\_\_\_

D) That boy is going to fall from that tree.

(-) \_\_\_\_\_  
(?) \_\_\_\_\_

## NEAR FUTURE

| Structure                                |
|--|
| verb to be + going to + verb (base form) |

|                      | to come                  | Contractions                |
|----------------------|--------------------------|-----------------------------|
| <b>Affirmative</b>   |                          |                             |
| I                    | am going to come         | _____ 'm going to come      |
| he, she, it          | is going to come         | _____ 's going to come      |
| you, we, they        | are going to come        | _____ 're going to come     |
| <b>Negative</b>      |                          |                             |
| I                    | am not going to come     | _____ 'm not going to come  |
| he, she, it          | is not going to come     | _____ 's not going to come  |
| you, we, they        | are not going to come    | _____ 're not going to come |
| <b>Interrogative</b> |                          |                             |
| I                    | Am _____ going to come?  | Não existem                 |
| he, she, it          | Is _____ going to come?  |                             |
| you, we, they        | Are _____ going to come? |                             |

### OBSERVAÇÃO

A negativa se dá sempre no verbo *to be* (*am not / isn't / aren't*).

### Usos

- *Going to* é usado para falar sobre uma intenção futura ou plano futuro quando a decisão já foi tomada no passado.
  - We **are going to see** that movie tonight at 8:00 pm.
  - We **aren't going to see** that movie tonight at 8:00 pm.
  - John **is going to buy** a Porsche next year.
  - John **isn't going to buy** a Porsche next year.
- *Will* ou *be + going to* são usados para fazer previsões.
  - It's 9:30! We **will miss** the bus.
  - It's 9:30! We **are going to miss** the bus.
  - The party **will be** very nice.
  - The party **is going to be** very nice.



### CHECK IT OUT

Quando a Língua Inglesa é usada em contextos informais, observa-se o uso da forma *gonna*, em vez da forma *going to*, para se expressar *Near Future*. É interessante observar o motivo pelo qual essa mudança veio a ocorrer: pelo fato de a forma *going to* ser pronunciada de maneira rápida, ela se reduziu à forma *gonna*. Observa-se o uso frequente de *gonna* em músicas e na língua oral, como nos exemplos abaixo.

- "I'm **gonna** miss you like a child misses their blanket".
- "It's **gonna** be me".
- Is he **gonna** be there?
- Don't worry, everything's **gonna** be all right.

## CONSOLIDATION II

**01.** Thank God, it's Sunday! I am going to go to the beach with some friends. We are going to play volleyball and then we are going to swim. My girlfriend Jenna is going to stay on the sand under the sunshade. At midday we are going to have lunch in a sea food restaurant near the beach. We are going to have shrimps and oysters. At five o'clock in the evening we are going to come back home. It's going to be a wonderful day!

**ANSWER** the questions according to the previous text.

A) Is the narrator happy? Why?

\_\_\_\_\_

B) Where is he going?

\_\_\_\_\_

C) Is he going alone?

\_\_\_\_\_

D) Are they going to a shopping center to eat?

\_\_\_\_\_

E) Where are they going, then?

\_\_\_\_\_



# FUTURE CONTINUOUS

| Structure  |  |
|--|--|
| will / shall / be going to + verb to be (base form) + main verb (-ing) |  |

|                      | to help  | Contractions   |
|----------------------|--|--|
| <b>Affirmative</b>   |  |  |
| I                    | will be helping<br>am going to be helping            | ___ 'll be helping<br>___ 'm going to be helping       |
| he,<br>she,<br>it    | will be helping<br>is going to be helping            | ___ 'll be helping<br>___ 's going to be helping       |
| you,<br>we,<br>they  | will be helping<br>are going to be helping           | ___ 'll be helping<br>___ 're going to be helping      |
| <b>Negative</b>      |  |  |
| I                    | will not be helping<br>am not going to be helping    | ___ won't be helping<br>___ 'm not going to be helping |
| he,<br>she,<br>it    | will not be helping<br>is not going to be helping    | ___ won't be helping<br>___ isn't going to be helping  |
| you,<br>we,<br>they  | will not be helping<br>are not going to be helping   | ___ won't be helping<br>___ aren't going to be helping |
| <b>Interrogative</b> |  |  |
| I                    | Will ___ be helping?<br>Am ___ going to be helping?  | Não existem  |
| he,<br>she,<br>it    | Will ___ be helping?<br>Is ___ going to be helping?  |  |
| you,<br>we,<br>they  | Will ___ be helping?<br>Are ___ going to be helping? |  |

\**Shall* é usado para "I" e "we", somente.

### Usos

- Descrever uma ação que estará acontecendo em uma determinada época do futuro.

### Exemplos:

- *I can't go out with you because **I'll be working** all morning.*
- *The kids **stayed up** until very late yesterday, so I'm sure they **are going to be sleeping** when you arrive home.*
- *We **will / shall be sleeping** tomorrow night.*
- *I **am going to be reading** tomorrow morning.*



- O *Future Continuous* pode ser usado para um evento futuro que acontecerá naturalmente, sem ter relação com intenções, tempo de decisão, tipo de planos, etc.

### Exemplos:

- *I **will be helping** you in a few minutes.*
- *He **will be presenting** the new technologies tonight.*

# FUTURE PERFECT

| Structure  |  |
|--|--|
| will / be going to + have + verb (past participle) |  |

|                      | to see   | Contractions   |
|----------------------|--|--|
| <b>Affirmative</b>   |  |  |
| I                    | will have seen<br>am going to have seen            | ___ 'll have seen<br>___ 'm going to have seen       |
| he,<br>she,<br>it    | will have seen<br>is going to have seen            | ___ 'll have seen<br>___ 's going to have seen       |
| you,<br>we,<br>they  | will have seen<br>are going to have seen           | ___ 'll have seen<br>___ 're going to have seen      |
| <b>Negative</b>      |  |  |
| I                    | will not have seen<br>am not going to have seen    | ___ won't have seen<br>___ 'm not going to have seen |
| he,<br>she,<br>it    | will not have seen<br>is not going to have seen    | ___ won't have seen<br>___ isn't going to have seen  |
| you,<br>we,<br>they  | will not have seen<br>are not going to have seen   | ___ won't have seen<br>___ aren't going to have seen |
| <b>Interrogative</b> |  |  |
| I                    | Will ___ have seen?<br>Am ___ going to have seen?  | Não existem  |
| he,<br>she,<br>it    | Will ___ have seen?<br>Is ___ going to have seen?  |  |
| you,<br>we,<br>they  | Will ___ have seen?<br>Are ___ going to have seen? |  |

O *Future Perfect* é usado para expressar uma ação que será completada antes de uma outra ação, num tempo específico no futuro.

### Exemplos:

- *I **am going to have finished** dinner by 8 o'clock.*
- *They **will have painted** the apartment before we move in.*
- *The students **aren't going to have taken** their summer **break** before mid-December.*
- *The plane will leave the airport at 10:00 p.m. You will arrive at the airport at 10:30 p.m. When you arrive, the plane **will have left**.*

# FUTURE PERFECT CONTINUOUS

| Structure                                      |
|--|
| will / be going to + have + been + verb (-ing) |

|                      | to move  | Contractions   |
|----------------------|--|--|
| <b>Affirmative</b>   |  |  |
| I                    | will / am going to have been moving                              | ___'ll have been moving    ___'m going to have been moving         |
| he, she, it          | will / is going to have been moving                              | ___'ll have been moving    ___'s going to have been moving         |
| you, we, they        | will / are going to have been moving                             | ___'ll have been moving    ___'re going to have been moving        |
| <b>Negative</b>      |  |  |
| I                    | will not / am not going to have been moving                      | ___ won't have been moving    ___ 'm not going to have been moving |
| he, she, it          | will not / is not going to have been moving                      | ___ won't have been moving    ___ isn't going to have been moving  |
| you, we, they        | will not / are not going to have been moving                     | ___ won't have been moving    ___ aren't going to have been moving |
| <b>Interrogative</b> |  |  |
| I                    | Will ___ have been moving?<br>Am ___ going to have been moving?  | Não existem  |
| he, she, it          | Will ___ have been moving?<br>Is ___ going to have been moving?  |  |
| you, we, they        | Will ___ have been moving?<br>Are ___ going to have been moving? |  |

O *Future Perfect Continuous* é usado para expressar uma ação que estará acontecendo em determinado momento no tempo futuro e qual será a duração dessa ação.

**Exemplos:**

- By ten o'clock I **will have been dancing** for 4 hours.
- By ten o'clock I **won't have been dancing** for 4 hours.
- Next July I **am going to have been traveling** in Europe for one month.
- Next July I **'m not going to have been traveling** in Europe for one month.



Kurt Forstner / Creative Commons

## PROPOSED EXERCISES

- 01.** (UNESP-SP) Assinale a alternativa que preenche a lacuna da frase a seguir **CORRETAMENTE**.

He will \_\_\_\_\_ almost everything you ask him.

  - A) do
  - B) to do
  - C) doing
  - D) does
  - E) did
  
- 02.** (Mackenzie-SP) Choose the **CORRECT** alternative to complete the sentence.

"Since I haven't got \_\_\_\_\_, I will \_\_\_\_\_."

  - A) enough time; have the cake made.
  - B) time enough; get someone to make the cake.
  - C) enough time; bake the cake myself.
  - D) any time; make the cake.
  - E) time enough; ask somebody to bake the cake.
  
- 03.** (UNIRIO-RJ / Adaptado) The word *shall* in "This too shall pass" conveys the meaning of

  - A) certainty.
  - B) likelihood.
  - C) possibility.
  - D) suggestion.
  - E) expectation.

**04.** (Mackenzie-SP) Indicate the alternative that **BEST** completes the following sentence.

"A prize \_\_\_\_\_ to whoever solves this equation."

- A) has given
- B) should give
- C) is giving
- D) will be given
- E) must have given

**05.** (Mackenzie-SP) Indicate the alternative that **BEST** completes the following sentences.

"\_\_\_\_\_ to the movies alone?"

"Yes, but I wish you \_\_\_\_\_ with me."

- A) Will you go – had come
- B) Are you going – could come
- C) Have you gone – were
- D) Would you go – come
- E) Should you go – had come

**06.** (CEFET-MG / Adaptado) The following paragraph gives us the idea of

"Ultrasound techniques developed by NASA to examine International Space Station crew members may soon find another use helping treat medical emergencies on Earth."

- A) a future fact.
- B) a present fact.
- C) a future possibility.
- D) a present possibility.
- E) a present probability.

Few intervals in a woman's life are more unnerving than the ten minutes she spends with her breasts squeezed between heavy plates of plastic, trying not to move or breathe. Imagining what the high-tech equipment might reveal, or fail to, can be even worse.

Dignity and discomfort aside, mammograms do save lives. But too many women continue to question the test's reliability and safety.

Bottom line: breast cancer is highly curable, if caught early. But in order to be treated, it must be detected. And while mammography doesn't have a 100-percent accuracy rate, it still is a woman's best defense.

[...]

SCHMID, Judith Mandelbaum.  
*Reader's Digest*, Aug. 2001.

**Glossary**

- unnerving = amedrontadores
- squeezed = espremidos
- reliability = confiabilidade

**01.** Considerando-se a pergunta expressa no subtítulo do artigo – "Por que mais mulheres não fazem o exame de mamografia?" – julgue as afirmações, assinalando **C (CERTO)** ou **E (ERRADO)**:

- A) ( ) porque é um exame caro.
- B) ( ) porque causa efeitos colaterais.
- C) ( ) porque é demorado.
- D) ( ) porque não tem 100% de precisão.

**02.** A respeito da mamografia, assinale **C (CERTO)** ou **E (ERRADO)**:

- A) ( ) *it can cause health problems.*
- B) ( ) *it is done with modern equipment.*
- C) ( ) *it can detect two types of cancer.*
- D) ( ) *it makes women feel frightened.*

**03.** Tendo em vista os seguintes elementos linguísticos, julgue as afirmativas, assinalando **C (CERTO)** ou **E (ERRADO)**:

- A) ( ) *No question* (subheading) is a colloquial form for *There is no question about it.*
- B) ( ) *do* (line 06) gives emphasis to the idea of saving lives.
- C) ( ) *must* (line 10) can be substituted by *will*.
- D) ( ) *while* (line 11) introduces the idea that two actions are happening at the same time.

**TEXT I**

**UFG**

**Mammogram Magic**

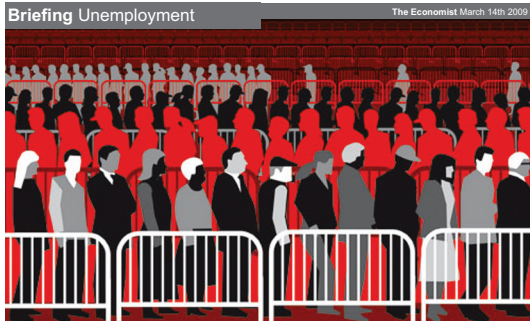
*No question, the test saves lives.  
So why don't more women go?*





## TEXT II

## FUVEST-SP-2010



Last month America's unemployment rate climbed to 8.1%, the highest in a quarter of a century. For those newly out of a job, the chances of finding another soon are the worst since records began 50 years ago. In China 20m migrant workers (maybe 3% of the labour force) have been laid off. Cambodia's textile industry, its main source of exports, has cut one worker in ten. In Spain the building bust has pushed the jobless rate up by two-thirds in a year, to 14.8% in January. And in Japan, where official unemployment used to be all but unknown, tens of thousands of people on temporary contracts are losing not just their jobs but also the housing provided by their employers.

The next phase of the world's economic downturn is taking shape: a global jobs crisis. Its contours are only just becoming clear, but the severity, breadth and likely length of the recession, together with changes in the structure of labour markets in both rich and emerging economies, suggest the world is about to undergo its biggest increase in unemployment for decades.

THE ECONOMIST, Mar. 14<sup>th</sup> 2009.

- 01.** De acordo com o texto, publicado em março de 2009,
- o aumento de postos de trabalho é vital para as economias emergentes.
  - a crise mundial poderia afetar sobretudo os países mais pobres.
  - a estrutura do mercado de trabalho vigente em países ricos é a principal responsável pela crise.
  - o mundo poderia enfrentar a maior crise de desemprego das últimas décadas.
  - a crise que a economia mundial vivencia vem sendo anunciada há décadas.

- 02.** Segundo o texto, no Japão,
- o número oficial de desempregados é desconhecido.
  - milhares de pessoas estão perdendo seus empregos e sua moradia.
  - grande parte dos trabalhadores possui contratos temporários de trabalho.
  - os empregadores omitem o número de postos de trabalho porque muitos não são oficiais.
  - os desempregados estão lutando para manter suas casas.

- 03.** O pronome "another" (line 3) na sentença "[...] the chances of finding another [...]" refere-se a
- país.
  - trabalhador.
  - emprego.
  - oportunidade.
  - recorde.

## TEXT III

## Unimontes-MG-2008

**Internet Safety**

How could we exist without the Internet? That's how most of us keep in touch with friends, find homework support, research a cool place to visit, or find out the latest news. But besides the millions of sites to visit and things to do, the Internet offers lots of ways to waste time – and even get into trouble. And just as in the non-cyber world, some people you encounter online might try to take advantage of you – financially or physically.

You've probably heard stories about people who get into trouble in chat rooms. Because users can easily remain anonymous, chat rooms often attract people who are interested in more than just chatting. They'll sometimes ask visitors for information about themselves, their families, or where they live – information that shouldn't be given away<sup>[1]</sup>.

In some cases predators may use this information to begin illegal or indecent relationships or to harm a person's or family's well-being.

Of course, the Internet is home to millions of places you can and should visit. Like an infinite library, the Web can take you to the ends of the Earth with the information it contains.

You can use it to do research for school, find out what movie is playing near you (and whether people like it), check out a college you're thinking about, or find a job or volunteer opportunity. Almost anything you can think of has a website (or a thousand of them) about it. And it's not just websites – blogs, videos, and downloadable games await to connect you with other users and players.

The key is to protect yourself while online.<sup>[2]</sup>

First rule of smart surfing? Remain as anonymous as possible. That means keeping all private information private. Here are some examples of private information that you should never give out on the Internet:

- full name
- home address
- phone number
- Social Security number
- passwords
- names of family members
- credit card numbers

Most credible people and companies will never ask for this type of information online. So if someone does, it's a red flag that may be up to no good<sup>[3]</sup>.

Experts recommend that people keep online friendships in the virtual world. Meeting online friends face-to-face carries more risks than other types of friendship because it's so easy for people to pretend to be something they're not when you can't see them or talk in person.

With all the problems you can face online, is it worth it? For most people, the answer is definitely yes. You just need to know where the pitfalls are, use some common sense and caution, and you'll be in control.

Available at: <<http://www.kidshealth.org>>

Accessed: Sept. 15<sup>th</sup>, 2007. (Adapted).

**01.** O texto traz à tona, sobre a Internet, o fato de

- A) ser necessário conhecermos formas seguras de navegar, não revelando nossos dados ou outras informações pessoais *online*.
- B) ser mais seguro, hoje, ter amigos via *net*, os quais estão distantes e, assim, não podem tirar vantagem de nós.

- C) ser improvável que as amizades, hoje, sem a *web*, consolidem-se, devido à dificuldade que as pessoas têm para se encontrar.
- D) ser incompreensível as pessoas perderem tanto tempo *online*, se é face a face que as relações são de fato seguras.

**02.** Pode-se afirmar, em conformidade com o texto, que

- A) o internauta acaba se relaxando nas *chat rooms* porque este ainda é um lugar seguro na Internet.
- B) há internautas que podem agir de má-fé e usar dados de outros internautas para fins ilícitos.
- C) a amizade virtual é a abertura de uma porta para a concretização de uma amizade real.
- D) há situações na Internet em que nem mesmo o anonimato priva o usuário de passar por dissabores.

**03.** O texto só **NÃO** nos permite fazer a seguinte afirmação:

- A) A Internet possibilita-nos reavaliar as amizades que fazemos no mundo não cibernético.
- B) Devemos ver uma amizade virtual com uma certa desconfiança.
- C) A Internet tem sido usada como um meio frequente de comunicação para muitos de nós.
- D) É preciso agir com cautela ao utilizar a Internet, pois ela pode também nos prejudicar.

**04.** Só **NÃO** se pode afirmar, tomando como base o texto, que, ao usarem a Internet,

- A) as pessoas encontram auxílio para os trabalhos escolares.
- B) as pessoas se atualizam com as notícias mais recentes.
- C) as pessoas conseguem não perder o contato com os amigos.
- D) as pessoas acabam ganhando tempo e evitando problemas *offline*.

**05.** Diante do que expõe o texto, só **NÃO** é correto afirmar:

- A) As pessoas estão chegando à conclusão de que é impossível usarem a Internet com segurança.
- B) É mais fácil para as pessoas enganarem as outras quando não estão frente a frente.
- C) Um *site* idôneo não solicita informações que comprometam a segurança do internauta.
- D) Não devemos trazer para o mundo real os amigos que encontramos no mundo virtual.

- 06.** Segundo o texto, a Internet pode, **EXCETO**
- tornar-nos pessoas sem escrúpulos.
  - invadir a nossa privacidade.
  - trazer para nós decepções.
  - minar a nossa segurança.
- 07.** Segundo o texto, o internauta deve manter-se
- anônimo.
  - controlador.
  - omisso.
  - paciente.
- 08.** “[...] information that shouldn’t be given away.”<sup>[1]</sup>  
 Por meio do trecho acima, atentando-se para o contexto em que ele está inserido, é **CORRETO** dizer que
- os usuários de Internet acabam visitando *sites* dos quais obtêm informações equivocadas.
  - os usuários de Internet não estão seguros de que recebem informações verídicas.
  - os usuários de Internet podem acabar fornecendo informações pessoais inadvertidamente.
  - os usuários de Internet estão à mercê de informações falsas nos *sites* consultados.
- 09.** “The key is to protect yourself while online.”<sup>[2]</sup>  
 De acordo com a passagem anterior, considerado o contexto, pode-se dizer:
- Quem protege a si na Internet acaba protegendo a todos.
  - Quem se protege ao usar a Internet evita problemas ao navegar.
  - Quem se protege *online* pode até liberar seus dados pessoais.
  - Quem usa senha na Internet está bem protegido.
- 10.** “[...] it’s a red flag that may be up to no good.”<sup>[3]</sup>  
 A expressão acima, de acordo com o contexto, denota
- uma justificativa.
  - um alerta.
  - um apelo.
  - um consentimento.

## TEXT IV

### UFAC-2011



Available at: <<http://www.cartoonistgroup.com/properties/wpng.php?id=104&today=2010-09-10>>.

- 01.** On the first square, the expression “getting on my nerves” means:
- Making me very happy.
  - Falling in Love.
  - Making me very angry.
  - Making me very sad.
  - Insisting very much.
- 02.** “Wanna” in the second square is used in informal language, during conversation. It is the short form of:
- Want for.
  - Want up.
  - Want of.
  - Want to.
  - Want off.



## ENEM EXERCISES

### Brazilian NGOs establish a network to influence climate change policies

Publication date: October 2002

Source: Center for International Climate and Environmental Research

Through much of the past climate change negotiations, there has been little interaction between the Brazilian government and non-governmental organizations. In 2002, however, Brazilian NGOs formed a network because they were not satisfied with how the government dealt with important climate concerns, especially the link between deforestation and global warming.

The network, called the Climate Observatory, aims to become a vehicle for influencing government views and policies on climate change. A first priority was to direct more attention to deforestation, an important yet controversial issue, both in Brazil and the international arena. In 2002, the network had 26 members from all over Brazil, and the effects of the network have included a broader participation of NGOs in the climate change debate in Brazil.

Available at: < <http://www.scidev.net/en/key-documents/brazilian-ngos-establish-a-network-to-influence-cl.html> > .

Accessed: Aug. 12<sup>th</sup>, 2010.

- 01.** The idea of organizing a network called Climate Observatory
- was established in a social network discussion about Brazilian policies.
  - emerged from a dissatisfaction with government's policies on climate issues.
  - was structured by government and non-governmental members.
  - emerged from 26 members from all over Brazil.
  - came from an initiative from the Brazilian government.
- 02.** After reading the text, we can conclude that the main aim of the network is
- to build a tool to fight against the global warming.
  - to draw national attention to deforestation in Amazonia.
  - to create a problematic issue both in Brazil and around the world.
  - to negotiate deforestation among national and international NGOs.
  - to have an effect on the government's climate policies.

- 03.** The word *yet* in the sentence "A first priority was to direct more attention to deforestation, an important yet controversial issue [...]" represents
- contrast.
  - condition.
  - reason.
  - cause.
  - addition.

## HAVING FUN

### Double-decker bus



A double-decker bus is a bus that has two storeys or 'decks'. While double-decker long-distance coaches are in widespread use around the world, double-decker city buses are less common. Double-decker buses are popular in some cities of Europe and in parts of Asia, usually in former British colonies (Hong Kong, Singapore, etc.). In the UK, double-decker buses are a common reference item for describing very large objects; for example, a blue whale is about as long as 'three double-decker buses'.

From Wikipedia, the free encyclopedia

Available at: <[http://en.wikipedia.org/wiki/Double-decker\\_bus](http://en.wikipedia.org/wiki/Double-decker_bus)>

Accessed: Nov. 23<sup>rd</sup>, 2010.

## GLOSSARY

- Break = feriado, intervalo
- Stay up (phrasal verb) = ficar acordado(a) (stay up - stayed up - stayed up)
- Thirsty = com sede



## ANSWER KEY

### Consolidation I

01. A) She will not / won't call him later.  
Will she call him later?
- B) You are not / aren't going to move to Miami.  
Are you going to move to Miami?
- C) Peter and Mary will not / won't get married.  
Will Peter and Mary get married?
- D) That boy is not / isn't going to fall from that tree.  
Is that boy going to fall from that tree?

### Consolidation II

01. A) Yes, he is. Because it is Sunday.  
B) He is going to the beach.  
C) No, he isn't.  
D) No, they aren't.  
E) They are going to have lunch in a sea food restaurant near the beach.

### Proposed Exercises

01. A  
02. A  
03. A  
04. D  
05. B  
06. C

### Text I

01. A) E  
B) E  
C) E  
D) E

02. A) E  
B) C  
C) E  
D) C  
03. A) C  
B) C  
C) E  
D) C

### Text II

01. D  
02. B  
03. C

### Text III

01. A  
02. B  
03. A  
04. D  
05. A  
06. A  
07. A  
08. C  
09. B  
10. B

### Text IV

01. C  
02. D

### Enem Exercises

01. B  
02. E  
03. A

# LÍNGUA INGLESA

## Present Perfect and Past Perfect Tenses

MÓDULO  
10

FRENTE  
A

### PRESENT PERFECT

| Structure                           |
|-------------------------------------|
| have / has + verb (past participle) |

|                      | to go          | Contractions     |
|----------------------|----------------|------------------|
| <b>Affirmative</b>   |                |                  |
| I                    | have gone      | ___'ve gone      |
| he, she, it          | has gone       | ___'s gone       |
| you, we, they        | have gone      | ___'ve gone      |
| <b>Negative</b>      |                |                  |
| I                    | have not gone  | ___ haven't gone |
| he, she, it          | has not gone   | ___ hasn't gone  |
| you, we, they        | have not gone  | ___ haven't gone |
| <b>Interrogative</b> |                |                  |
| I                    | Have ___ gone? | Não existem      |
| he, she, it          | Has ___ gone?  |                  |
| you, we, they        | Have ___ gone? |                  |

O *Present Perfect* é um tempo verbal que não possui equivalente na língua portuguesa. Pode expressar diversas ideias.

#### Usos

O *Present Perfect* é usado para indicar:

- A)** Ações que aconteceram em um tempo indefinido no passado.

#### Exemplos:

- *I've been to Italy.*
- *He has bought a car.*



Rudolf Stricker / Creative Commons



#### CHECK IT OUT

#### Past Simple X Present Perfect

##### PAST SIMPLE

- Usamos o *Past Simple* para nos referirmos a ações que foram realizadas no tempo passado.
- É necessário indicar quando a ação ocorreu.

##### Exemplos:

- *He went to Italy last July.*
- *Did you go to school yesterday?*

##### PRESENT PERFECT

- Usamos o *Present Perfect* para nos referirmos a ações que foram realizadas no tempo passado, mas que de alguma maneira trazem uma consequência para o tempo presente. O *Present Perfect* geralmente expressa a ideia de "experiência".
- Não é necessário mencionar quando a ação ocorreu.

##### Exemplos:

- *He has been to Italy.* (e por isso tem um conhecimento grande da cultura italiana)
- *We have worked there.* (e por isso temos uma vasta experiência profissional)

- B)** Ações que começaram no passado e continuam até o presente. Nesse caso, usa-se *since* (desde) ou *for* (por; durante).

##### Exemplos:

- *They have lived here since 1984.*
- *Sally has worked with us for seven years.*

- C)** Ações que já foram realizadas. Nesse caso, são acompanhadas por *already* (já).

##### Exemplo:

- *Paul has already studied this book.*

- D)** Ações que acabaram de ocorrer, sendo acompanhadas por *just* (neste momento).

##### Exemplo:

- *John has just written a letter.*

- E)** Ações que ainda não foram realizadas. Usa-se, nesse caso, *yet* (ainda).

##### Exemplo:

- *I haven't received my salary yet.*



**F)** Ações que não se realizaram até o presente, mas que podem vir a acontecer. Nesse caso, usa-se *never* (nunca) na forma afirmativa e *ever* (alguma vez) na forma interrogativa.

**Exemplos:**

- I **have never driven** a car.
- **Have you ever read** Hamlet?

**G)** Ações que tenham acontecido várias vezes no passado.

**Exemplos:**

- These students **have failed** many times.
- Our team **has won** many games.

O *Present Perfect Continuous* é usado para expressar uma ação que começou no passado e continua no presente (um dos usos do *Present Perfect*). Sua estrutura concede à oração a ideia de que a ação não está encerrada.

**Exemplos:**

- The children **have been studying** since seven o'clock.
- Pauline **has been working** for that company since 1998.
- I **have been taking** math classes with a private teacher for 3 years.
- Mary and John **haven't been attending** their soccer practice.

## CONSOLIDATION I

**01. FILL IN** the blanks with the Present Perfect of the verbs in parentheses.

- A) That teacher \_\_\_\_\_ many countries. (to visit)
- B) What \_\_\_\_\_ you \_\_\_\_\_ recently? (to do)
- C) She \_\_\_\_\_ just \_\_\_\_\_ my letter. (to receive)
- D) John \_\_\_\_\_ already \_\_\_\_\_ the exercises. (to do)
- E) They \_\_\_\_\_ their friends yet. (to see - not)
- F) Where \_\_\_\_\_ you \_\_\_\_\_, Alice? (to be)
- G) July \_\_\_\_\_ there for two years. (to live)
- H) You \_\_\_\_\_ Linguistics since 1990. (to study)

## CONSOLIDATION II

**01. FILL IN** the blanks with the Present Perfect Continuous of the verbs in parentheses.

- A) They \_\_\_\_\_ for more than an hour. (to talk)
- B) He \_\_\_\_\_ English for many years. (to study)
- C) It \_\_\_\_\_ all day long. (to rain)
- D) Iraq \_\_\_\_\_ for 20 years. (to fight)
- E) Our team \_\_\_\_\_ many others for many years. (to beat)

## PRESENT PERFECT CONTINUOUS

| Structure                       |
|---------------------------------|
| have / has + been + verb (-ing) |

|                      | to fight                  | Contractions                |
|----------------------|---------------------------|-----------------------------|
| <b>Affirmative</b>   |                           |                             |
| I                    | have been fighting        | _____ 've been fighting     |
| he, she, it          | has been fighting         | _____ 's been fighting      |
| you, we, they        | have been fighting        | _____ 've been fighting     |
| <b>Negative</b>      |                           |                             |
| I                    | have not been fighting    | _____ haven't been fighting |
| he, she, it          | has not been fighting     | _____ hasn't been fighting  |
| you, we, they        | have not been fighting    | _____ haven't been fighting |
| <b>Interrogative</b> |                           |                             |
| I                    | Have _____ been fighting? | Não existem                 |
| he, she, it          | Has _____ been fighting?  |                             |
| you, we, they        | Have _____ been fighting? |                             |

## PAST PERFECT

| Structure                    |
|------------------------------|
| had + verb (past participle) |

|                      | to make         | Contractions      |
|----------------------|-----------------|-------------------|
| <b>Affirmative</b>   |                 |                   |
| I                    | had made        | _____ 'd made     |
| he, she, it          | had made        | _____ 'd made     |
| you, we, they        | had made        | _____ 'd made     |
| <b>Negative</b>      |                 |                   |
| I                    | had not made    | _____ hadn't made |
| he, she, it          | had not made    | _____ hadn't made |
| you, we, they        | had not made    | _____ hadn't made |
| <b>Interrogative</b> |                 |                   |
| I                    | Had _____ made? | Não existem       |
| he, she, it          | Had _____ made? |                   |
| you, we, they        | Had _____ made? |                   |

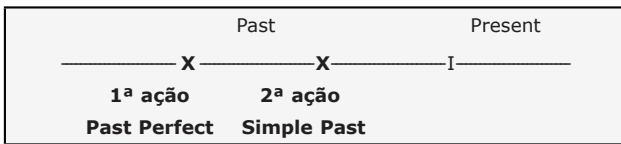
É usado para expressar uma ação que começou antes de uma outra que aconteceu no passado. Ele é geralmente usado no *Indirect Speech* ou para enfatizar a ordem dos eventos.

**Exemplos:**

- He **had worked** very hard before he **retired**.
- They **had danced** a lot when the party finished.
- She **had talked** to the teacher before the class started.

**OBSERVAÇÃO**

Usamos o *Past Perfect* quando temos mais de uma ação no passado. A primeira ação será sempre no *Past Perfect* e a ação seguinte, no *Simple Past Tense*.



Palavras e expressões que geralmente aparecem conectando as duas ações do passado:

- WHEN
- BEFORE
- AFTER
- BY THE TIME

**Exemplos:**

- When I arrived home, my brother **had already left**.  
1ª ação: My brother **had already left**. [PAST PERFECT]  
2ª ação: I **arrived** home. [SIMPLE PAST]
- John **had done** his homework before he played soccer.  
1ª ação: John **had done** his homework. [PAST PERFECT]  
2ª ação: He **played** soccer. [SIMPLE PAST]
- They went to the party after they **had taken a shower**.  
1ª ação: They **had taken** a shower. [PAST PERFECT]  
2ª ação: They **went** to the party. [SIMPLE PAST]

**Usos**

O *Past Perfect* é usado para indicar:

- A)** Ações que ocorreram antes de outras, no passado.

**Exemplos:**

- The baby **had slept** when I got home.
- I knew that Lucy **hadn't studied** for the test yet.

- B)** *Indirect speech*.

**Exemplos:**

- I have finished my work.
- He said that he **had finished** his work.

- C)** É usado em sentenças compostas no passado, com conjunções de tempo, como *after*, *before*, *when*, *until*, *as soon as*.

**Exemplos:**

- He returned home after he **had left** the office.
- I **had studied** a lot before I entered University.



Harvard University

Jacob Rus / Creative Commons

PAST PERFECT CONTINUOUS

| Structure                |
|--------------------------|
| had + been + verb (-ing) |

|                      | to do               | Contractions          |
|----------------------|---------------------|-----------------------|
| <b>Affirmative</b>   |                     |                       |
| I                    | had been doing      | ___'d been doing      |
| he, she, it          | had been doing      | ___'d been doing      |
| you, we, they        | had been doing      | ___'d been doing      |
| <b>Negative</b>      |                     |                       |
| I                    | had not been doing  | ___ hadn't been doing |
| he, she, it          | had not been doing  | ___ hadn't been doing |
| you, we, they        | had not been doing  | ___ hadn't been doing |
| <b>Interrogative</b> |                     |                       |
| I                    | Had ___ been doing? | Não existem           |
| he, she, it          | Had ___ been doing? |                       |
| you, we, they        | Had ___ been doing? |                       |

O *Past Perfect Continuous* é usado para expressar uma ação que estava acontecendo em determinado momento no tempo passado. Geralmente, essa ação estava em progresso quando outra aconteceu.

**Exemplos:**

- I **had been dancing** for 4 hours when he arrived at the party.
- I **hadn't been dancing** for 4 hours when he arrived at the party.
- She **had been traveling** in Europe for one month before she broke her arm.
- She **hadn't been traveling** in Europe for one month before she broke her arm.

## CONSOLIDATION III

**01. PUT** these sentences in the negative and interrogative forms.

- A) I had been working there for 10 years before I quit.  
 (-) \_\_\_\_\_  
 \_\_\_\_\_  
 (?) \_\_\_\_\_  
 \_\_\_\_\_
- B) Mary had studied a lot.  
 (-) \_\_\_\_\_  
 \_\_\_\_\_  
 (?) \_\_\_\_\_  
 \_\_\_\_\_
- C) He had been traveling too much.  
 (-) \_\_\_\_\_  
 \_\_\_\_\_  
 (?) \_\_\_\_\_  
 \_\_\_\_\_
- D) They had learned about the Milky Way.  
 (-) \_\_\_\_\_  
 \_\_\_\_\_  
 (?) \_\_\_\_\_  
 \_\_\_\_\_
- E) We had been cleaning up the house for three hours before mom got home.  
 (-) \_\_\_\_\_  
 \_\_\_\_\_  
 (?) \_\_\_\_\_  
 \_\_\_\_\_
- F) Louis had bought many presents for his grandson.  
 (-) \_\_\_\_\_  
 \_\_\_\_\_  
 (?) \_\_\_\_\_  
 \_\_\_\_\_

**02. COMPLETE** with the Past Perfect of the verbs in parentheses.

- A) By the time we arrived, they \_\_\_\_\_. (to leave)  
 B) He said that he \_\_\_\_\_ that movie. (to see)  
 C) He wanted to know what \_\_\_\_\_ to his car. (to happen)  
 D) They asked me why I \_\_\_\_\_ the party so early. (to leave)  
 E) What did she say she \_\_\_\_\_ with the money? (to do)

**03. Put** the verbs into the **correct** tense: Simple Past or Past Perfect.

- A) When he \_\_\_\_\_ (leave), he \_\_\_\_\_ (realize) he \_\_\_\_\_ (forget) his wallet.  
 B) She \_\_\_\_\_ (burst) into tears the moment he \_\_\_\_\_ (shut) the door.  
 C) His finger \_\_\_\_\_ (begin) to bleed as soon as he \_\_\_\_\_ (cut) himself.  
 D) He \_\_\_\_\_ (lose) his new knife shortly after he \_\_\_\_\_ (buy) it.  
 E) He \_\_\_\_\_ (begin) to read as soon as he \_\_\_\_\_ (find) his book.

## PROPOSED EXERCISES

**01.** (UFMS) I haven't seen John \_\_\_\_\_ he arrived from Europe.

- A) when                      C) until                      E) since  
 B) for                        D) before

**02.** (VUNESP) I \_\_\_\_\_ here since 1970.

- A) live                        D) will live  
 B) have lived                E) would live  
 C) am living

**03.** (UNESP) We're still waiting for Bill. He \_\_\_\_\_ yet.

- A) hasn't come                D) doesn't come  
 B) haven't come              E) won't come  
 C) didn't come

**04.** (Milton Campos-MG) The Eurostar Train \_\_\_\_\_ since November 14, 1994, between London and Paris.

- A) was running                D) has been running  
 B) ran                         E) have run  
 C) is running

**05.** (PUC-Campinas-SP) Although they \_\_\_\_\_ in the country since they got married, they are now moving to town.

- A) live                         D) be living  
 B) have been living          E) None of the above applies.  
 C) are living

**06.** (ITA-SP) Mr. Smith, accompanied by his wife and three children, \_\_\_\_\_ just arrived.

- A) have                        C) was                        E) are  
 B) has                         D) were

**07.** (Milton Campos-MG) Brazilian coffee \_\_\_\_\_ competition on the international market since its price started going up.

- A) is losing                      D) has been losing  
 B) lost                         E) have lost  
 C) loses

**08.** (UFG) Why \_\_\_\_\_ those people singing? Because they \_\_\_\_\_ gotten some good news.

- A) are, have                      D) was, has  
 B) is, have                        E) was, had  
 C) have, had

**09.** (UFES) They \_\_\_\_\_ in this city since they were little boys.

- A) had lived                      C) lived                      E) have lived  
 B) are living                      D) live

**10.** (ITA-SP) Sara \_\_\_\_\_ classes lately, has she?

- A) didn't attend                D) hadn't attended  
 B) hasn't attended              E) haven't attended  
 C) doesn't attend

## TEXT I

## FGV-SP-2010

**Petrobras approves first offshore heavy oil development**

Petrobras has approved the development project for its Siri field in the Campos basin, according to a news report from Brazil. The field will be the first in the world (01) extra heavy oil from an offshore site. Siri field, off the coast of Southeast Brazil, (02) in production tests since March and the company plans to contract production equipment in 2011.

Available at: <www.ogfj.com>. (Adapted).

Assinale a alternativa que completa, **CORRETA** e respectivamente, cada lacuna no texto.

- 01.** A) the product  
B) in production  
C) will produce  
D) is produced  
E) to produce
- 02.** A) would have seen  
B) had been  
C) were done  
D) has been  
E) was going

## TEXT II

## FUVEST-SP

**Making a connection:  
Phones are a way of getting together**

**MAKING A CONNECTION:** Phones are a way of getting together

Christoph Oswald has no problem approaching women. As he makes his way through the crowd at his favorite Frankfurt club, his cell phone scans a 10-meter radius for "his type": tall, slim, sporty, in her 30's and, most important, looking for him, a handsome 36-year-old software consultant who loves ski holidays. Before he reaches the bar, his phone starts vibrating and an

attractive blonde appears on its screen. "Hi, I'm Susan," she says. "Come find me!" Christoph picks her out<sup>[1]</sup> of the crowd, and soon they're laughing over a drink.

Both Christoph and Susan have phones equipped with Symbian Dater, a program that promises to turn the cell phone into a matchmaker. By downloading Symbian, they installed a 20-character encrypted code that includes details of who they are and what they're looking for in a mate. Whenever they go out, their matchmaking phones sniff out other Symbian Daters over the unlicensed, and therefore free, Bluetooth radio frequency. If profiles match up, the phones beep wildly and send out short video messages.

NEWSWEEK, Jun. 7-14<sup>th</sup>, 2004.

- 01.** The passage tells us that at his favorite Frankfurt club, Christoph Oswald
- A) phones his girlfriend and asks her to join him for a drink.  
B) meets a woman who had left him a phone message the day before.  
C) has some difficulty spotting attractive women in the crowd.  
D) receives a video message from a woman he has never met before.  
E) gets several calls from women on his cell phone.
- 02.** According to the passage, Symbian Dater is a program that
- A) connects cell phones to radio stations.  
B) makes it possible to restrict the acceptance of calls on a cell phone.  
C) is installed in a cell phone to make it look for its owner's perfect mate.  
D) installs a code in cell phones in order to prevent them from being used by strangers.  
E) is still unlicensed because it has to be perfected.
- 03.** In the passage, the **CORRECT** translation for "picks her out" <sup>[1]</sup> is
- A) *sorri para ela.*  
B) *espera por ela.*  
C) *reconhece-a.*  
D) *segue-a.*  
E) *acena para ela.*
- 04.** We can conclude from the passage that Christoph Oswald
- A) wants to meet new people.  
B) is not pleased with his cell phone.  
C) does not like outdoor activities.  
D) is a rather shy person.  
E) needs company for a ski holiday.



TEXT III

UNIRIO-RJ-2006

The Future of Humankind

"Radical Evolution: the promise and peril of enhancing our minds, our bodies — and what it means to be human," by Joel Garreau Doubleday, 2005 [\$26]

What's in store for humanity? It is becoming clear that we will use our growing technological powers to transform not only the world around us but ourselves, too. Many forms of human enhancement are already routine – sports medicine, psychotropic mood drugs, wakefulness and alertness enhancers, cosmetic surgery, drugs for sexual performance. Much more will become possible in coming decades.

Joel Garreau's Radical Evolution joins several recent titles that attempt to make sense of the radical future possibilities for our species. The potential prospects include superintelligent machines, nonaging bodies, direct connections between human brains or between brain and computer, fully realistic virtual reality, and the reanimation of patients in cryonic suspension. As enablers of such miracle, Garreau mentions especially "GRIN technologies" – genetics, robotics, information technology and nanotechnology.

The focus of Garreau's book, however, is not on the nuts and bolts of the technology itself but rather on what it<sup>[1]</sup> will all mean for humans. His reporting skills well honed by his work as a journalist and editor at the Washington Post, Garreau is constantly on the lookout for the human story behind the ideas. Biographical sketches of the people he has interviewed for the book get approximately equal airtime with their opinions about human extinction and transcendence. The bulk of one interviewee's beard, the size of another's collection of musical instruments, the length of a third's pants: as Garreau knows all too well, these are indispensable rivets to hold the attention of the current version of Homo sapiens while we try to ponder whether we will have indefinite life spans or whether the world will end before our children have a chance to grow up.

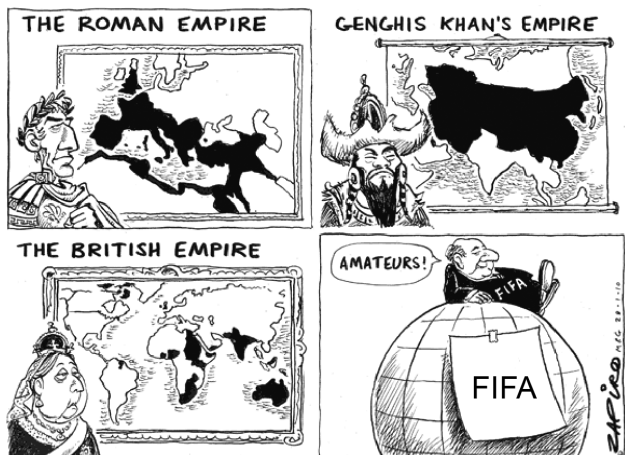
SCIENTIFIC AMERICAN, 2005.

- 01. "The future of humankind" is a
  - A) critique. C) essay. E) commentary.
  - B) review. D) editorial.
- 02. One idea **NOT** mentioned by the author in his future possible world is
  - A) superintelligent machines.
  - B) realistic virtual reality.
  - C) I.T. and nanotechnology.
  - D) forms of human enhancement.
  - E) an egalitarian society.

- 03. One inference that can be made from reading the text is that
  - A) there are many exciting prospective future possibilities for our species.
  - B) drugs to enhance sexual performance will become available in the future.
  - C) wakefulness and alertness enhancers will be available very shortly.
  - D) GRIN technologies will be the focus of Garreau's next book.
  - E) the reanimation of patients in cryonic suspension will never come to pass.
- 04. The pronoun *it* <sup>[1]</sup> in the sentence "[...] rather on what it will all mean for humans [...]" refers to
  - A) technology. C) bolts. E) Garreau's book.
  - B) nuts. D) the focus.

TEXT IV

AFA-SP-2011



Available at: <www.google.com>. (Adapted).

- 01. According to the cartoon, FIFA
  - A) pretends to improve the world.
  - B) has more ambitious purposes than the others.
  - C) wants to have control over the Roman, Genghis Khan's, and British Empires.
  - D) mustn't be considered an empire.

ENEM EXERCISES

Social networks can warn of disease after disasters

Social networks quickly gather data on possible disease outbreaks after natural disasters, writes biosurveillance expert James Wilson.

When a natural disaster strikes and there is an imminent threat of a disease outbreak, existing public health surveillance systems often cannot hope to meet the emergency operational needs of healthcare teams working in challenging conditions.

This year's massive earthquake in Haiti, for example, killed up to 250,000 people and displaced another two million in the small, under-resourced Caribbean nation. Many of these displaced people continue to live in grossly unsanitary tents where diseases such as malaria, dengue fever, diarrheal illnesses, HIV/AIDS and TB can spread. But the earthquake also killed a significant number of the medical and public health community, and clinics, offices and hardcopy records were destroyed.

In such situations, there is a clear need for an early warning system that provides this hard-pressed medical community with infectious disease surveillance. Our organisation, Praecipio International, has been at the forefront of operational biosurveillance across the globe – from reporting anthrax outbreaks in Asia to spikes in viral fever cases in India.

We received an alert about the Haiti earthquake 26 minutes after the event, through the Global Disaster Alert and Coordination System. We quickly did a sweep of the Internet and began monitoring Twitter feeds in six languages for the island of Hispaniola, which includes Haiti.

We knew straightaway from media, blogs and text message traffic what was being reported about infectious disease. By consulting peer-reviewed literature, we constructed a baseline for several diseases and issued the first infectious disease forecast report for Haiti on 17 January.

By integrating forecasting and real-time warning systems with rapid, clinical response, countries in the grip of disaster can control outbreaks of infectious disease and potentially save thousands of lives. This is a vital, if often overlooked, component of not only response and recovery but also preparedness and ultimately, community resilience.

Certainly for Haiti, anything that can be done to stop further loss of life and build a foundation for community resilience should be pursued. Through operational biosurveillance, Haiti can become the first country in the world to anticipate and intervene to halt disease outbreaks and epidemics, and serve as a model for the rest of the world.

*James Wilson is executive director of Praecipio International and the Haiti Epidemic Advisory System.*

Available at: <<http://www.scidev.net/en/opinions/social-networks-can-warn-of-disease-after-disasters.html>>.

(Adapted). Accessed: Aug. 11<sup>th</sup>, 2010.

01. The main idea defended by the text is that
  - A) there is nothing to do to avoid disease outbreaks when a natural disaster happens.
  - B) if a tornado strikes against a town citizens can be warned before it happens.
  - C) the aftermath of a natural disaster is often unavoidable and unpredictable.
  - D) social networks can help to warn about disease outbreaks after a natural disaster.
  - E) nothing could be done to help the medical and public health teams in Haiti.
02. Concerning the previous text, after the earthquake, the Haitian people
  - A) suffered the consequences of unsanitary conditions.
  - B) were deployed from their country due to the challenging sanitary conditions.
  - C) believed the public health conditions would be neglected in the country.
  - D) were not helped by operational biosurveillance of social networks.
  - E) died because their government neglected medical assistance.
03. The word "halt" in the sentence "[...] Haiti can become the first country in the world to anticipate and intervene to halt disease outbreaks and epidemics [...]" can be understood as
  - A) "increase".
  - B) "stop".
  - C) "release".
  - D) "develop".
  - E) "quit".
04. According to the text, it is possible to state about Praecipio International that
  - A) Haiti is the first and only country in which the organization has effectively acted.
  - B) it was created to develop an epidemic control network in Haiti after the earthquake.
  - C) it has reported anthrax outbreaks in Asia and spikes in viral fever cases in India.
  - D) it was created to give courses on public health to the Haitian medical community.
  - E) its offices and hardcopy records were destroyed by the earthquake in Haiti.

## GLOSSARY

- Homework = dever de casa



- Office = escritório
- Retire (verb) = aposentar-se (retire – retired – retired)
- Shower = banho, ducha

## ANSWER KEY

### Consolidation I

01. A) has visited
- B) have – done
- C) has – received
- D) has – done
- E) haven't seen
- F) have – been
- G) has lived
- H) have studied

### Consolidation II

01. A) have been talking
- B) has been studying
- C) has been raining
- D) has been fighting
- E) has been beating

#### Consolidation III

01. A) I hadn't been working there for 10 years before I quit.  
Had you been working there for 10 years before you quit?
  - B) Mary hadn't studied a lot.  
Had Mary studied a lot?
  - C) He hadn't been traveling too much.  
Had he been traveling too much?
  - D) They hadn't learned about the Milky Way.  
Had they learned about the Milky Way?
  - E) We hadn't been cleaning up the house for three hours before mom got home.  
Had we been cleaning up the house for three hours before mom got home?
  - F) Louis hadn't bought many presents for his grandson.  
Had Louis bought many presents for his grandson?
02. A) had left
  - B) had seen
  - C) had happened
  - D) had left
  - E) had done

03. A) left - realized - had forgotten
- B) burst - had shut
- C) began - had cut
- D) lost - had bought
- E) began - had found

### Proposed Exercises

01. E
02. B
03. A
04. D
05. B
06. B
07. D
08. A
09. E
10. B

### Text I

01. E
02. D

### Text II

01. D
02. C
03. C
04. A

### Text III

01. B
02. E
03. A
04. A

### Text IV

01. B

### Enem Exercises

01. D
02. A
03. B
04. C

# LÍNGUA INGLESA

## Modal Verbs

MÓDULO  
11

FRENTE  
A

### MODAL VERBS

Os *Modal Verbs* são verbos que indicam uma função ou uso do *ordinary verb*, como expressar permissão, possibilidade, obrigação, dedução, etc.

| Present                  | Translation                                      | Past   | Future                                  | Usage  | Examples  |
|--------------------------|--|--|---|--|---|
| <b>Can</b>               | Poder  | Could<br>Was (were) able to  | Will be able to                         | Habilidade<br>Possibilidade<br>Permissão                       | - He <b>CAN</b> play tennis.<br>- He <b>CAN</b> be at a home now.<br>- <b>CAN</b> I go now?                     |
| <b>Could</b>             | Podia<br>Poderia                                 | Could have + PP* do verbo principal  | _____                                   | Habilidade (no passado)<br>Probabilidade<br>Permissão (polida) | - He <b>COULD</b> play soccer when he was young.<br>- He <b>COULD</b> be happy now.<br>- <b>COULD</b> I go now? |
| <b>May</b>               | Poder  | Was (were) allowed to<br>Was (were) permitted<br>Might have + PP* do verbo principal | Will be allowed to<br>Will be permitted | Permissão (formal)<br>Possibilidade                            | - You <b>MAY</b> go now.<br>- He <b>MAY</b> be home.  |
| <b>Might</b>             | Poderia  | Might have + PP* do verbo principal  | _____                                   | Possibilidade  | - It <b>MIGHT</b> cause cancer.<br>- She <b>MIGHT</b> like it.  |
| <b>Must</b>              | Dever  | Had to<br>Must have + PP* do verbo principal   | _____                                   | Obrigação<br>Necessidade<br>Dedução lógica<br>Quase certeza    | - He <b>MUST</b> study to be successful.<br>- He is sick. He <b>MUST</b> go to the doctor.                      |
| <b>Must not</b>          | Não poder  | Mustn't have + PP* do verbo principal  | _____                                   | Proibição  | - You <b>MUSTN'T</b> smoke here.  |
| <b>Should / Ought to</b> | Ter de<br>Deveria                                | Should have + PP* do verbo principal<br>Ought to have + PP* do verbo principal       | _____                                   | Conselho<br>Dedução lógica                                     | - You <b>SHOULD</b> study this book.<br>- You <b>OUGHT TO</b> read that book.                                   |
| <b>Shall</b>             | Vou / Vamos (como auxiliar de futuro)            | _____  | _____                                   | Futuro<br>Sugestão / convite                                   | - I <b>SHALL</b> see her tomorrow.<br>- <b>SHALL</b> we study?  |
| <b>Will</b>              | Ir (como auxiliar de futuro)                     | _____  | _____                                   | Futuro   | - <b>WILL</b> he go home tomorrow?  |
| <b>Would</b>             | Verbo + -ria (Futuro do pretérito, em português) | Would + have + PP* do verbo principal  | _____                                   | Condicional  | - He <b>WOULD</b> study if he had time.   |
| <b>Used to</b>           | Costumava (passado)                              | _____  | _____                                   | Hábito   | - I <b>USED TO</b> sing.  |

\*PP = Past Participle



### OBSERVAÇÃO

– *Shall* é usado, geralmente, com *I* e *we*.

Os *Modal Verbs* apresentam as seguintes características:

- Não são usados em todos os tempos.
- São sempre seguidos de verbo no infinitivo, sem a partícula *to* (exceto *ought to* e *used to*).
- Possuem a mesma forma para todas as pessoas.
- Na forma interrogativa, são colocados antes do sujeito.
- Na forma negativa, são seguidos por *not*.
- Nem todos podem ser usados na forma interrogativa.
- Não têm conjugação regular.
- Não necessitam de outros verbos auxiliares para formar interrogativas e negativas.

## Can (poder, conseguir)

Indica capacidade, possibilidade e permissão (informal).

### Exemplos:

- *She can speak five languages.*
- *It can snow in Gramado this year.*
- *Can I come in, Lucy?*

## Could (podia, poderia)

Indica capacidade, possibilidade e permissão, no passado.

Indicando capacidade, *could* pode ser substituído por *be able to* com suas formas flexionadas (*was / were*).

### Exemplo:

- *When Mark was young he could (was able to) play tennis very well.*

## May (poder)

Indica permissão (formal) e possibilidade.

### Exemplos:

- *May I help you?*
- *It may rain today.*

## Might (poderia)

Para indicar possibilidade no passado, usa-se *might + have + Past Participle (verb)*.

### Exemplo:

- *He said that I might have failed in the exam.*

## Must (dever)

Indica obrigação (neste caso, é sinônimo de *have to*) e dedução lógica.

### Exemplos:

- *I must study for my test.*
- *Clarice is very pale. She must be sick.*

### OBSERVAÇÃO

- Para indicar obrigação no passado, usa-se *had to*.

### Exemplo:

- *I had to study a lot for the test.*

Quando *must* é usado na forma negativa, indica proibição.

### Exemplo:

- *You mustn't smoke in class.*

## Should/ought to (dever, ser aconselhável)

Indicam conselho ou dedução lógica.

### Exemplos:

- *You should (ought to) obey your parents.*
- *We should (ought to) respect our parents.*

## Will (modal - leva verbo para o futuro)

É usado para formar os *future tenses* (exceto o *near future*).

### Exemplos:

- *I will talk to you tomorrow.*
- *Will he travel next week?*

### OBSERVAÇÃO

- A forma contraída de *will* é 'll; de *will not* é *won't*.
- Na 1ª pessoa do singular e do plural (*I* e *we*), *will* pode ser substituído por *shall* (uso formal).

### Exemplo:

- *I shall see her tomorrow.*

## Would (verbo + -ria)

É usado para formar os *conditional tenses*.

### Exemplos:

- *I would like to drink something now.*
- *He wouldn't like to hurt you.*
- *I hoped that you would have finished your homework before dinner.*

### OBSERVAÇÃO

- A forma contraída de *would* é 'd. A de *would not* é *wouldn't*.

### Exemplo:

- *I'd tell you this if I knew it.*

## Semi-modal verbs

Verbos como *need* (precisar), *dare* (ousar), *used to* (costumava), *would rather* (preferiria), *had better* (seria melhor) são frequentemente chamados de semimodais, pois, além de modais, também são usados como verbos principais.

### Need (precisar)

- He **needs** to work.
- He **doesn't need** to work.
- He **needn't** work.

### Dare (ousar)

- She **does not dare** succeed.
- **Dare** you **tell** her the secret?
- She **daren't tell** them the truth.

### Used to (costumava)

- He **used to** smoke.
- He **didn't use to** smoke.

**Would rather** (preferiria) – expressa preferência e é seguido de infinitivo do verbo principal sem *to*.

- He **would rather** (he'd rather) **take** a plane than a bus to go to the beach.
- **Would** he rather **take** a plane?
- He **would rather not take** a plane.

**Had better** (seria melhor) – expressa recomendação e conselho e é seguido de infinitivo do verbo sem *to*.

- He looks sick. He **had better take** a pill for his flu.
- **Had** you **better take** this pill?
- You'd **better not take** this pill.

## CONSOLIDATION

**01. WRITE** sentences using the meaning required in brackets.

A) You can take your blouse or not. It's up to you. (ausência de necessidade)

\_\_\_\_\_

B) Your students are allowed to leave the classroom early. (dar permissão)

\_\_\_\_\_

C) You can't start your car. Maybe it is broken. (dedução)

\_\_\_\_\_

D) You are forbidden to talk in the classroom. (proibição)

\_\_\_\_\_

E) You want to ask your friend if he can help you. (possibilidade)

\_\_\_\_\_

**02.** (UFV-MG-2010) **COMPLETE** the blanks below with one of the following modal verb forms. Make sure you do not repeat any of the forms.

might / must / can / needn't / would / couldn't / mustn't

- A) "Excuse me, Sir. Please, observe the Hospital rules: You \_\_\_\_\_ smoke here. It is prohibited!"
- B) You are sitting beside a lady at a public park and feel like smoking. What do you say to her?  
"\_\_\_\_\_ you mind if I smoked here?"
- C) You are at a drugstore and want to know if it is possible to pay the bill with a credit card. "\_\_\_\_\_ I pay it with a credit card?"
- D) You are at the doctor's and he considers it dangerous for you to go on smoking. He says: "You \_\_\_\_\_ stop smoking."

## PROPOSED EXERCISES

**01.** (Milton Campos-MG) Identify one of the following ideas in the sentence: *It should be very strict.*

- A) Capacity
- B) Advice
- C) Prohibition
- D) Permission
- E) Conclusion

**02.** (Cesgranrio) In one of the following sentences we cannot use the verb *can* because of the meaning. Mark it.

- A) Those boys \_\_\_\_\_ swim well.
- B) Yes, I \_\_\_\_\_ see them from here.
- C) He has just bought a big new car, he \_\_\_\_\_ certainly be earning a lot of money.
- D) They say this herb \_\_\_\_\_ cure several diseases.
- E) Now, after your clear explanation, I \_\_\_\_\_ understand your point.

**03.** (Cesgranrio) Which is the idea expressed by **may** in "Caffeine **may** be regarded as a mildly addictive drug"?

- A) Ability
- B) Advice
- C) Obligation
- D) Necessity
- E) Possibility

- 04.** (PUC-Campinas-SP) You ought \_\_\_\_\_ a holiday.  
 A) take                                      D) to take  
 B) took                                        E) taken  
 C) taking
- 05.** (PUC-Campinas-SP) Mother to child: "You \_\_\_\_\_ tell lies."  
 A) mustn't                                    D) haven't  
 B) may not                                    E) don't need  
 C) had better
- 06.** (ESPM-SP) Alfredo's score on the test is the highest in the class; he \_\_\_\_\_.  
 A) should study last night.  
 B) should have studied last night.  
 C) must have studied last night.  
 D) needn't have studied last night.  
 E) used to study at nights.
- 07.** (PUCPR) My vacation is over. I \_\_\_\_\_ get back to work immediately, otherwise I'll lose my job.  
 A) may                                         D) might  
 B) should                                       E) must  
 C) can't
- 08.** (Milton Campos-MG) Guerrilla groups in Colombia mustn't stimulate ecological destruction. In this sentence, the underlined word entails an idea of  
 A) advice.                                      D) permission.  
 B) ability.                                       E) absence of necessity.  
 C) prohibition.
- 09.** (PUC Minas) He \_\_\_\_\_ speak Italian when he was ten years old.  
 A) may                                         D) could  
 B) might                                        E) should  
 C) can
- 10.** (CESCEA-SP) I'd rather stay at home, because it \_\_\_\_\_ rain today.  
 A) needs not                                    D) mustn't  
 B) have to                                       E) must to  
 C) may
- 11.** (FMU-SP) She \_\_\_\_\_ study hard now, because she has no chance to pass.  
 A) mustn't                                      D) needn't  
 B) can't                                         E) won't to  
 C) shouldn't
- 12.** (ITA-SP) You \_\_\_\_\_ to study harder if you don't want to fail.  
 A) have to                                       D) may  
 B) ought                                        E) can  
 C) must
- 13.** (UEM-PR) That paint is wet. You \_\_\_\_\_ touch it.  
 A) mustn't                                      D) not  
 B) oughtn't                                    E) doesn't  
 C) don't
- 14.** (CESCEA-SP) You \_\_\_\_\_ to know it better.  
 A) could                                        D) may  
 B) should                                       E) must  
 C) ought
- 15.** (Milton Campos-MG) You're a physician. Tell your patient it's absolutely necessary to take all the medicine. Therefore, he \_\_\_\_\_ start taking it right away.  
 A) needn't                                       D) mustn't  
 B) might                                        E) can  
 C) must
- 16.** (Milton Campos-MG)  
 - Could you do me a favor, Ted?  
 - When he was five, he could ride a bike.  
 - Larry could be home, but I'm not certain.  
 The sentences above present, respectively, the idea of  
 A) ability - capacity - possibility  
 B) possibility - ability - capacity  
 C) polite request - possibility - capacity  
 D) polite request - capacity - possibility  
 E) capacity - polite request - ability
- 17.** (UNIFENAS-MG) He **may** bring it back today.  
 A palavra destacada significa  
 A) possibilidade.                              D) obrigação.  
 B) capacidade.                                E) dedução.  
 C) necessidade.
- 18.** (UEMA) "You must speak to him." The modal **must** can be replaced by  
 A) may.                                         D) would.  
 B) can.                                         E) have to.  
 C) will.
- 19.** (UEMA) He \_\_\_\_\_ listen carefully. She speaks very quickly.  
 A) must                                         D) needn't  
 B) ought                                        E) can  
 C) has
- 20.** (CEUMA-MA) Harold \_\_\_\_\_ swim well when he was young.  
 A) could to                                      D) could  
 B) didn't can                                    E) can to  
 C) can

- 21.** (UFMA) The modal verb is used **CORRECTLY**.  
 A) You must begin again.  
 B) You ought begin again.  
 C) You may to begin again.  
 D) You should to begin again.
- 22.** (UFMA) I \_\_\_\_\_ to shoot the arrow.  
 A) can                                      D) should  
 B) will                                      E) would  
 C) am going
- 23.** (Unip-SP) Tom's car uses less gas.  
 He \_\_\_\_\_ adjusted the carburetor.  
 A) ought to                              C) needed  
 B) must have                              D) had to

per decade. In fact, we should cut back on unnecessary calories from fat and sugar, while making sure every bite is chock-full of vitamins and minerals. The sooner you make these dietary changes, the better. On the other hand, it's never too late to reap the benefits."

LIVING FIT, Apr. 1997.

**GUESS** the meaning of these words according to the context.

- Aging = \_\_\_\_\_
- Misstep = \_\_\_\_\_
- Ailment = \_\_\_\_\_
- Disease = \_\_\_\_\_
- To avoid = \_\_\_\_\_
- To stretch = \_\_\_\_\_
- Span = \_\_\_\_\_
- Requirement = \_\_\_\_\_
- To rise = \_\_\_\_\_
- To escalate = \_\_\_\_\_
- Such as = \_\_\_\_\_
- Amount = \_\_\_\_\_
- To delay = \_\_\_\_\_
- To caution = \_\_\_\_\_
- Otherwise = \_\_\_\_\_
- To cut back = \_\_\_\_\_
- On the other hand = \_\_\_\_\_
- To reap = \_\_\_\_\_

## TEXT I

### FCMMG

**Intruccion:** Read the text carefully and then choose the alternative that best completes the questions and statements.

#### Beat the clock

"Aging is a continuum, not a sudden event", says Robert Russell, M. D., professor of medicine and nutrition at Tufts University in Boston. "You don't wake up one morning to discover you're old." The nutrition missteps that lead to ailments from heart disease to osteoporosis when you're a senior have their beginnings in the middle years.

In short, it's not years alone that cause deterioration but how we choose to live them. We could avoid most age-related diseases and even stretch our average life span to 120 years from the current 76, simply by making changes in what we eat in addition to exercising and reducing stress.

Over time, requirements for some nutrients, such as calcium, vitamin D and vitamin B<sub>12</sub>, rise in part because our bodies become less efficient at absorbing or manufacturing them or, as with calcium, because needs escalate. Other nutrients, such as the antioxidants vitamins C and E and beta-carotene, are needed in greater amounts than most women are currently getting to prevent heart disease, cancer, cataracts and delay aging itself. "It is hard to separate the issue of aging from the issues of disease", cautions Jeffrey Blumberg, Ph.D., professor of nutrition at the USDA Human Nutrition Research Center at Tufts University in Boston, "but some aspects of aging and disease prevention are directly linked to nutrition, especially the antioxidants.

While many nutrient needs are high, calorie needs decline somewhat (so exercise must increase) if a woman wants to avoid gaining the otherwise inevitable 10 pounds

- 01.** What does this statement mean: "Aging is a continuum, not a sudden event."  
 A) Aging is a sequence of unexpected events.  
 B) Getting old is something that continues in a sudden event.  
 C) It's not a sudden event but aging itself that goes on unexpectedly.  
 D) Getting old is a graded sequence of things not related to an unexpected event.
- 02.** What happens in the middle years?  
 A) The nutrition missteps turn into diseases.  
 B) The arising of heart disease and osteoporosis.  
 C) It's the beginning of the nutrition missteps that lead to ailments when you're a senior.  
 D) The beginning of ailments caused by the nutrition missteps when you're a senior.
- 03.** All of the following words are related to disease prevention **BUT**  
 A) sickness.                              C) exercising.  
 B) nutrition.                              D) reducing stress.





**Instruction:** For questions **05** and **06**, choose the one answer that is closest in meaning to the original sentence.

- 05.** According to the U.S. Department of Agriculture, it will be ten years before the African honey bee will have reached the borders of the United States.
- A) Not until ten years will the U.S. borders have been reached by the African honey bee.
  - B) In ten years the honey bee will have reached the African borders from the United States.
  - C) The U.S. borders have been reached by the African honey bees for ten years.
  - D) The African honey bee reached the U.S. borders ten years ago.
- 06.** No less an authority than Senator Edward Kennedy spoke at the graduation exercises for the law school of the University of Virginia.
- A) Senator Edward Kennedy was well known in the University of Virginia.
  - B) An authority invited Senator Edward Kennedy to speak to the graduation students.
  - C) Senator Edward Kennedy, a recognized authority, spoke at the graduation exercises.
  - D) One of the authorities who spoke at the University of Virginia was Senator Edward Kennedy.

**Instruction:** Read passage 2 carefully and answer questions **07** through **08**.

**Passage 2**

**For Sale**

1977 Ford Sedan  
 White w/light gray interior  
 Low mileage. Like new  
 Air, automatic, power steering, brakes  
 AM/FM, cassette stereo  
 \$5,000 or best offer  
 By original owner  
 241-3281 weekdays. 287-4479 weekends  
 Ask for Jim Black

- 07.** Which of the following **BEST** describes the passage?
- A) A news item.
  - B) An editorial.
  - C) A recipe.
  - D) A classified ad.
- 08.** It may be concluded that Jim will
- A) sell his car to a buyer who offers him \$4,800 if no one else offers him more.
  - B) not sell his car for less than \$5,000.
  - C) sell his car to the original owner.
  - D) sell his car for any price.

**TEXT III**

**PUC Rio-2010**

**Texting may be taking a toll**

They do it late at night when their parents are asleep. They do it in restaurants and while crossing busy streets. They do it in the classroom with their hands behind their back. They do it so much their thumbs hurt. Spurred by the unlimited texting plans offered by different carriers, American teenagers sent and received an average of 2,272 text messages per month in the fourth quarter of 2008, according to the Nielsen Company – almost 80 messages a day, more than double the average of a year earlier.

The phenomenon is beginning to worry physicians and psychologists, who say it is leading to anxiety, distraction in school, falling grades, repetitive stress injury and sleep deprivation. Dr. Martin Joffe, a pediatrician in Greenbrae, Calif., recently surveyed students at two local high schools and said he found that many were routinely sending hundreds of texts every day. “That’s one every few minutes,” he said. “Then you hear that these kids are responding to texts late at night. That’s going to cause sleep issues in an age group that’s already plagued with sleep issues.”

The rise in texting is too recent to have produced any conclusive data on health effects. But Sherry Turkle, a psychologist who [...] has studied texting among teenagers in the Boston area for three years, said it might be causing a shift in the way adolescents develop. “Among the jobs of adolescence are to separate from your parents, and to find the peace and quiet to become the person you decide you want to be”, she said. “Texting hits directly at both those jobs.”

Psychologists expect to see teenagers break free from their parents as they grow into autonomous adults, Professor Turkle went on, “but if technology makes something like staying in touch very, very easy, that’s harder to do; now you have adolescents who are texting their mothers 15 times a day, asking things like, ‘Should I get the red shoes or the blue shoes?’” As for peace and quiet, she said, “if something next to you is vibrating every couple of minutes, it makes it very difficult to be in that state of mind. If you’re being deluged by constant communication, the pressure to answer immediately is quite high,” she added. “So if you’re in the middle of a thought, forget it.” [...]

Texting may also be taking a toll on teenagers’ thumbs. Annie Wagner, 15, a ninth-grade honor student in Bethesda, Md., used to text on her tiny phone as fast as she typed on a regular keyboard.

A few months ago, she noticed a painful cramping in her thumbs.

Peter W. Johnson, an associate professor of environmental and occupational health sciences at the University of Washington, said it was too early

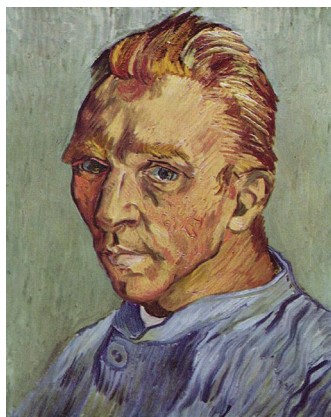
55 to tell whether this kind of stress is damaging. But he added, "Based on our experiences with computer users, we know intensive repetitive use of the upper extremities can lead to musculoskeletal disorders, so we have some reason to be concerned that too much  
60 texting could lead to temporary or permanent damage to the thumbs."

HAFNER, Katie. Texting may be taking a toll.  
*The New York Times*, May 25<sup>th</sup>, 2009.

- 01.** The **MAIN** purpose of the text is to
- list all the causes of thumb disorders among America's youth.
  - suggest different ways to get away from constant communication.
  - explain in detail how technology prevents teenagers from finding peace.
  - argue that American teens are increasingly dependent on their mothers.
  - alert for possible adverse effects of constant texting on youngsters.
- 02.** According to lines (lines 6-10), American teens
- increased by 50% the number of messages sent in 2008 as compared to 2007.
  - exchanged an average of 2,272 text messages per month during the whole past year.
  - wrote more than two thousand text messages per month in the last four months of 2008.
  - were writing a daily average of slightly less than eighty messages in the last three months of 2008.
  - from October to December 2008 sent and received twice as many messages than in all previous years.
- 03.** Mark the option that completes the following sentence according to the information found in (lines 11-14): "Physicians and psychologists say that because of constant texting teenagers may \_\_\_\_\_."
- get sick very easily
  - be able to control anxiety
  - start falling asleep in school
  - overcome sleeping problems
  - stop paying attention to classes
- 04.** Mark the sentence in which the word "as" is used in the **SAME** sense as in "Psychologists expect to see teenagers break free from their parents as they grow into autonomous adults," (lines 32-33).
- She cried bitterly as she told her story.
  - Some flowers, as the rose, require special care.
  - As you are leaving last, please turn out the lights.
  - I don't think it's as hot and humid today as it was yesterday.
  - It is fairly certain that you will be able to find a job as a teacher.
- 05.** "Might" in "[...] might be causing a shift [...]" (line 27) and "should" in "'Should I get the red shoes or the blue shoes?'" (line 38) express the ideas of, respectively:
- ability – condition.
  - probability – duty.
  - possibility – advice.
  - permission – obligation.
  - theoretical ability – assumption.
- 06.** In the statement "Texting may also be taking a toll on teenagers' thumbs." (lines 46-47), "taking a toll on" means that texting
- is causing damage to the thumbs.
  - is preventing musculoskeletal disorders.
  - may improve the use of students' hands.
  - depends on the thumbs to be performed.
  - has destroyed the thumbs of Americans.
- 07.** Check the **CORRECT** statement concerning the pronoun "it" in the text.
- In "They do it in restaurants and while crossing busy streets." (line 2), "it" refers to "crossing busy streets".
  - In "[...] who say it is leading to anxiety," (line 12), "it" refers to "the phenomenon".
  - In "[...] said it might be causing a shift in the way adolescents develop." (lines 26-28), "it" refers to "the Boston area".
  - In "[...] makes it very difficult to be in that state of mind." (lines 40-41), "it" refers to "something next to you".
  - In "'So if you're in the middle of a thought, forget it.'" (lines 44-45), "it" refers to "the pressure to answer immediately".
- 08.** In "[...] we know intensive repetitive use of the upper extremities can lead to musculoskeletal disorders," (lines 57-58), "lead" could be replaced by any of the words below, **EXCEPT**
- cause.
  - worsen.
  - prompt.
  - result in.
  - generate.
- 09.** Check the words that have the **SAME** relationship as "temporary" and "permanent" (line 60).
- to purchase – to lend.
  - to survey – to oversee.
  - understanding – displeasure.
  - serenity – excitement.
  - soon – early.

10. Peter W. Johnson's comments on the intensive use of thumbs for constant texting (lines 56-61) can be understood as
- A) subtle irony.
  - B) undue alarm.
  - C) heavy criticism.
  - D) a formal complaint.
  - E) an important warning.

## ENEM EXERCISES



Self-portrait without beard - Vincent Van Gogh, 1889. Private Collection.

"[...] I have often neglected my appearance. I admit it, and I also admit that it is "shocking." But look here, lack of money and poverty have something to do with it too, as well as a profound disillusionment, and besides, it is sometimes a good way of ensuring the solitude you need, of concentrating more or less on whatever study you are immersed in."

Letter from Vincent Van Gogh to Theo Van Gogh.

Written in July 1880 in Cuesmes. Translated by Mrs. Johanna Van Gogh-Bonger, edited by Robert Harrison, number 133. Available at: <<http://www.webexhibits.org/vangogh/letter/8/133.htm>>. Accessed: Aug. 23<sup>rd</sup>, 2010.

01. Considerando o quadro e a carta, podemos concluir que Van Gogh pintou seu autorretrato baseando-se
- A) no olhar do outro sobre si.
  - B) na análise sobre a sua sexualidade.
  - C) nas observações feitas por Theo.
  - D) na felicidade de viver um grande amor.
  - E) em sua autocrítica sobre a própria beleza.
02. Van Gogh considered himself
- A) a winner who fought for his life.
  - B) a loser who denies his appearance.
  - C) a painter who acknowledges his appearance.
  - D) a liar who can't express his image.
  - E) a painter who overstates his heterosexuality.

## HAVING FUN

### Easter Holidays in the English-speaking world



Colored Easter eggs in the United States

Throughout the English-speaking world, many Easter traditions are similar with only minor differences. For example, Saturday is traditionally spent decorating *Easter eggs* and hunting for them with children on Sunday morning, by which time they have been mysteriously hidden all over the house and garden.

Other traditions involve parents telling their children that eggs and other treats such as chocolate eggs or rabbits and marshmallow chicks (Peeps) have been delivered by the Easter Bunny in an Easter basket which children find waiting for them when they wake up. Many families observe the religious aspects of Easter by attending Sunday Mass or services in the morning and then participating in a feast or party in the afternoon. Some families have a traditional Sunday roast, often of either roast lamb or ham. Easter breads such as Simnel cake, a fruit cake with eleven marzipan balls representing the eleven faithful apostles, or nut breads such as potica are traditionally served. Hot cross buns, spiced buns with a cross on top, are traditionally associated with Good Friday, but today are often eaten well before and after.

In Scotland, the north of England, and Northern Ireland, the traditions of rolling decorated eggs down steep hills and pace egging are still adhered to. In Louisiana, USA, egg tapping is known as egg knocking. Marksville, Louisiana claims to host the oldest egg knocking competition in the US, dating back to the 1950s. Competitors pair up on the steps of the courthouse on Easter Sunday and knock the tips of two eggs together. If the shell of your egg cracks you have to forfeit it, a process that continues until just one egg remains.

In the British Overseas Territory of Bermuda, the most notable feature of the Easter celebration is the flying of kites to symbolize Christ's ascent. Traditional Bermuda kites are constructed by Bermudians of all ages as Easter approaches, and are normally only flown at Easter. In addition to hot cross buns and Easter eggs, fish cakes are traditionally eaten in Bermuda at this time.

Available at: <[www.wikipedia.org](http://www.wikipedia.org)>. Accessed: Mar. 21<sup>st</sup>, 2010.



## GLOSSARY

- Obey (verb) = obedecer (obey – obeyed – obeyed)
- Pale = pálido(a)



- Sick = doente

## ANSWER KEY

### Consolidation

01. A) You don't have to take your blouse.  
You needn't take your blouse.
- B) Your students may leave the classroom.
- C) Your car must be broken.
- D) You mustn't talk in the classroom.
- E) Can you help me?
02. A) mustn't
- B) Would
- C) Can
- D) must

### Proposed Exercises

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 01. B | 06. C | 11. D | 16. D | 21. A |
| 02. C | 07. E | 12. B | 17. A | 22. C |
| 03. E | 08. C | 13. A | 18. E | 23. B |
| 04. D | 09. D | 14. C | 19. A |       |
| 05. A | 10. C | 15. C | 20. D |       |

## Text I

aging = envelhecer, envelhecimento  
 misstep = erro  
 ailment = doença  
 disease = doença  
 to avoid = evitar  
 to stretch = aumentar, esticar  
 span = período, duração, expectativa  
 requirement = necessidade  
 to rise = aumentar  
 to escalate = intensificar  
 such as = como  
 amount = quantidade  
 to delay = atrasar  
 to caution = advertir  
 otherwise = senão  
 to cut back = reduzir  
 on the other hand = por outro lado  
 to reap = colher

- |       |       |
|-------|-------|
| 01. D | 06. A |
| 02. C | 07. D |
| 03. A | 08. C |
| 04. D | 09. B |
| 05. B | 10. D |

## Text II

- |       |       |
|-------|-------|
| 01. B | 05. A |
| 02. D | 06. C |
| 03. A | 07. D |
| 04. C | 08. A |

## Text III

- |       |       |
|-------|-------|
| 01. E | 06. A |
| 02. D | 07. B |
| 03. E | 08. B |
| 04. A | 09. D |
| 05. C | 10. E |

## Enem Exercises

- |       |       |
|-------|-------|
| 01. E | 02. C |
|-------|-------|

### RELATIVE PRONOUNS

**Who** – quem, que

**Which** – que, qual, quais, o qual, os quais, a qual, as quais

**Whom** – do qual, dos quais, da qual, das quais

**Whose** – cujo(s), cuja(s)

**That** – substitui **who**, **whom** e **which**.

- **Who** se refere a uma pessoa; **which** se refere a uma coisa ou animal.

#### Exemplos:

- The girl **who** remained there was sick.
- That's the minister **who** resigned his post.
- **Which** pode ser usado, sem mudança de forma, como sujeito ou objeto de um verbo. Refere-se a coisas.
  - The book **which** is on the table is old.
  - The book **which** you ordered has just arrived.
  - She had a surprise **which** was very good for her.
- A forma do objeto de **who** é **whom**. **Whom** é usado como objeto direto ou indireto do verbo.

#### Exemplos:

- The girl **whom** you saw is my sister.
- The man **to whom** you spoke is here now.
- **Whose** é usado para indicar posse, tanto para pessoas como para coisas.

#### Exemplos:

- The dog **whose** owner is here died.
- The student **whose** advisor is sick is doing his work alone.

### Usos

#### Quando o antecedente for pessoa

- A) Who** ou **that** podem ser aplicados quando o antecedente for pessoa e a função do pronome for de sujeito (seguido de verbo).
  - This is the student **who / that** studies at Bernoulli.
  - The scientists **who / that** discovered the vaccine are here.

- B) Who, whom, that** podem ser usados ou omitidos (**Ø**) se a função for de objeto (não seguido do verbo).
  - Those are the people **who / whom / that / Ø** Alice invited to her show.
- C) Usa-se whom** se houver preposição antes do pronome.
  - John was the guy with **whom** she went out for lunch.
- D) Whose** é usado para indicar posse e é seguido de substantivo.
  - The girl **whose** mother is here works for me.

#### Quando o antecedente for coisa ou animal

- A) Usam-se which** ou **that** se a função do pronome for de sujeito.
  - The car **which / that** belongs to Lucy is comfortable.
- B) Which** e **that** podem ser usados ou omitidos (**Ø**) se a função for de objeto.
  - Everything **which / that / Ø** I had to study was ok.
- C) Usa-se which** se houver preposição antes do pronome.
  - The town in **which** he lives is very far from here.
- D) Usa-se whose** se este for seguido de substantivo, para indicar posse.

#### Exemplo:

- That is the book **whose** subject is interesting.

#### OBSERVAÇÃO

Não se pode usar **that** nem se omite o pronome quando a frase estiver entre vírgulas (oração explicativa).

#### Exemplos:

- The book, **which** I bought yesterday, is really good.
- Mr. Roney, **who** is a teacher, works at Bernoulli.



CHECK IT OUT



**To whom it may concern** é uma saudação utilizada em cartas, declarações e outros documentos formais quando não se conhece o destinatário dos mesmos. Equivale, em português, à forma “a quem possa interessar”.

## CONSOLIDATION I

01. **SUPPLY** all possible relative pronouns.
- A) John met the scientist \_\_\_\_\_ formulated the book.
  - B) Technology, \_\_\_\_\_ brings us help, is a scientific study.
  - C) Dr. Julie, \_\_\_\_\_ I saw in the lab, received a prize.
  - D) Dr. Lovis, \_\_\_\_\_ is 70 years old, is studying the atoms.
  - E) Einstein, \_\_\_\_\_ theory is famous, was not Brazilian.

## CONSOLIDATION II

### UFMG-2009

01. A reporter wrote a text about the Manuelzão Project to be published in a newspaper, **but there are 11 grammar mistakes**. Read his text and help him **CORRECT** them by completing the chart that follows it. The first one is done for you as an example.

**Manuelzão Project**

This old man from the *sertão* (Brazilian semi-arid inlands) was always willing to welcome visitors with his sense of humor and the most peculiar and interesting tales... These are some of the character traits that make Manuel Nardi a remarkable figure and inspired the Brazilian writer João Guimarães Rosa to give life to one of its most famous characters: Manuelzão. His countryside wisdom and his concern for the environment were translated into the cause championed by the project named after this unique old man.

Manuel Nardi died in 1998, a year after the Manuelzão Project was created. It was the cowboy himself who, in 1997, introduced the Project at the presentation meeting held with the Minas Gerais Water Management Institute and the State of Minas Gerais Sanitation Program.

Developing by the Universidade Federal de Minas Gerais – UFMG, the Manuelzão Project is intended to restore the Rio das Velhas basin. Activities begun in 1997 at the UFMG Medical Sciences School in an initiative took by a group of professors who realized that health are not simply a medical issue: it is directly related to the social conditions and to the environment people leave in. The Manuelzão Project was born from the activities of the “Rural Internship Project”, which is a compulsory subject in the UFMG Medical Sciences School curriculum and has a Public Health oriented syllabus. Students spend three months in remote municipalities undertaking social and preventive medical activities.

Throughout its existence, the Project has witnessed a considerable growth in civil society participation, most notably in the activities conducted by the Manuelzão Centers scattered along the basin. There is today nearly 50 Local Centers whose work focuses on local issues and who are supported and advised by the Manuelzão Project.

This historical path has led the Manuelzão Project to expand its activities beyond the academic boundaries of that group of UFMG scholars.

Available at: <<http://www.manuelzao.ufmg.br/english>>. Accessed: Aug. 2008. (Adapted).

| Wrong form | Correct form | Line on the text |
|------------|--------------|------------------|
| make       | made         | 5                |
|            |              | 7                |
|            |              | 11               |
|            |              | 12               |
|            |              | 16               |
|            |              | 18               |
|            |              | 19               |
|            |              | 20               |
|            |              | 22               |
|            |              | 32               |
|            |              | 34               |



- 14.** (Milton Campos-MG) There's a lady over there \_\_\_\_\_ age you can never guess.  
Both Martin and Grace earn a small salary, \_\_\_\_\_ makes them feel miserable.  
The worst \_\_\_\_\_ can happen has already passed.  
The car, for \_\_\_\_\_ I paid a lot, is out of date now.  
A) whose, which, that, which  
B) what, that, that, what  
C) who, that, that, what  
D) whose, what, who, which  
E) which, which, where, what
- 15.** (OSEC-SP) My uncle, \_\_\_\_\_ I'm sure you've met, is now in Australia.  
A) whose            C) whom            E) what  
B) that              D) which
- 16.** (FAAP-SP) Que alternativa completa **MELHOR** a sentença a seguir, sendo o X a omissão do pronome relativo?  
There are two basic groups of people – the wishful thinkers \_\_\_\_\_ throw coins in fountains and the realists \_\_\_\_\_ fish them out.  
A) whose – X                      D) who – which  
B) who – who                      E) whom – X  
C) whom – whom
- 17.** (PUC Rio) Check the only pair of relative pronouns that can **CORRECTLY** complete the following sentences.  
The boys, \_\_\_\_\_ had been so cute before, had their skins cut up and ripped off.  
The atomic bombings, \_\_\_\_\_ were one of the greatest crimes against humanity in the 20<sup>th</sup> century, caused a lot of suffering.  
A) whom – that                      D) that – who  
B) who – whose                      E) who – which  
C) whose – which
- 18.** (Cesgranrio) Mark the item in which the relative pronoun could be omitted.  
A) The book which he bought last week was a dictionary.  
B) The water that falls from the sky is always clean.  
C) The boy who brought the parcel asked for a glass of water.  
D) The man who came to dinner lives on a farm.  
E) The water which disappeared back into the air was necessary.
- 19.** (Cesgranrio) The relative pronoun can be omitted in **ONLY ONE** of the following sentences. Which one?  
A) The plate which the air hostess put in front of the businessman was full of vegetables.  
B) The police car, which had been following the truck, stopped at the red light.  
C) Mr. Jones was the owner of a small circus which used to go from one town to another.  
D) It was a very difficult examination paper, which followed the teacher's lessons very closely.  
E) The green house which was built across the street is now a museum.

## TEXT I

### Mackenzie-SP-2009

#### Weathering the storm

The specter of rising food and fuel prices now threatens to destroy an era of unprecedented global prosperity, with two notable exceptions: Brazil and Canada. Both countries produce and export enough food and fuel not just to offset the worst of global inflationary pressures but even to turn the price spike from a menace to a boon. They are the only two major economies \_\_\_\_ (I) \_\_\_\_ prices have not burst the upper limit of the central bank's inflation target. And of the two, Brazil is by far the more surprising success story. The country \_\_\_\_ (II) \_\_\_\_ suffered the longest and perhaps the most debilitating bout of hyperinflation in recent history is now a rare island of relative stability and prosperity. Brazil's inflation is running at 6.5 percent, a rate \_\_\_\_ (III) \_\_\_\_ worries the country's money minders but thanks to their zeal is still the lowest level in all the major emerging markets.

MARGOLIS, Mac. Available at: <www.newsweek.com>.

- 01.** The relative pronouns that **PROPERLY** fill in blanks I, II and III, in the text, are  
A) whose, that and which.  
B) when, whose and that.  
C) what, which and which.  
D) which, which and that.  
E) where, that and that.

## TEXT II

### PUC Minas

While global warming is being ignored by the political arm of the Bush administration, the citizens of Europe and the Pentagon are taking a new look at the greatest danger such climate change could produce for the Northern Hemisphere – a sudden change into a new ice age.

What they're finding is not at all comforting: if enough cold, fresh water coming from the melting polar ice caps and glaciers of Greenland and flowing into the northern Atlantic will shut down the Gulf Stream, **which**<sup>[1]</sup> keeps Europe and northeastern North America warm. The worst case scenario would be a return of the last ice age in 2 to 3 years and the mid case scenario would be a period like the "little ice age" of a few centuries ago that disrupted worldwide weather patterns, leading to extremely cold winters, desertification, crop failures and wars.



The warmth is the result of ocean currents that bring warm surface water up from the equator into northern regions that would otherwise be so cold that even in summer they'd be covered with ice. The current of greatest concern is called "The Great Conveyor Belt," which includes the Gulf Stream. **It**<sup>[2]</sup> is driven by the greater force created by differences in water temperatures and salinity, **as**<sup>[3]</sup> the North Atlantic Ocean is saltier and colder than the Pacific. If it stopped flowing today, the result would be sudden and dramatic. Winter would start in the eastern half of North America and all of Europe and Siberia, and never go away. Within three years, those regions would become uninhabitable and nearly two billion humans would starve, freeze to death, or have to relocate.

And when might that happen? Nobody knows – the action of the Great Conveyor Belt in defining ice ages was discovered only in the last decade. Preliminary computer models and scientists suggest the change could happen as early as next year, or it may be generations from now. It may be starting right now, producing the extremes of weather we've seen in the past few years. What's almost certain is that if nothing is done about global warming, it **will**<sup>[4]</sup> happen sooner **rather than**<sup>[5]</sup> later.

SPEAK UP – Edição 206 – Jul. 2004. (Adapted).

- 01.** The political arm of the Bush administration has been
- studying climate changes.
  - neglecting global warming.
  - fighting a new ice age.
  - ignoring Europe and the Pentagon.
- 02.** The world is in danger of facing
- the worst economic crisis.
  - a new world war in Europe.
  - the return of an ice age.
  - a change of salinity in the water.
- 03.** The word **which** <sup>[1]</sup> refers to
- the Gulf Stream.
  - Greenland.
  - fresh water.
  - the North Atlantic.
- 04.** The word **as** <sup>[3]</sup> means
- while.
  - like.
  - though.
  - because.
- 05.** The word **it** <sup>[2]</sup> refers to the
- North Atlantic Ocean.
  - Pacific Ocean.
  - deeper warm water.
  - Great Conveyor Belt.

- 06.** The **WORST** risk we are running is of having
- an eternal winter in the Northern Hemisphere.
  - the North Atlantic Ocean becoming colder than the Pacific.
  - a shortage of drinking water in the whole world.
  - a dramatic change in the salinity of the water.
- 07.** Scientists predict the change will happen
- only within centuries.
  - at any time now.
  - sooner than next year.
  - later than computers have announced.
- 08.** The word **will** <sup>[4]</sup> conveys the idea of
- possibility.
  - obligation.
  - certainty.
  - condition.
- 09.** The words **rather than** <sup>[5]</sup> mean
- instead of.
  - in spite of.
  - because of.
  - out of.
- 10.** The cause of a new ice age is
- ice caps.
  - weather patterns.
  - water salinity.
  - global warming.

## TEXT III

### UFU-MG-2008

#### Do you suffer from "ringxiety"?



*Our increasing reliance on personal technology has led to techno-neuroses like ringxiety and "crackberry" addiction.*

- Your cell phone rings. You go to answer it, but there's no one there. Curiously, there's no missed call, either. You realize after a moment that you mistook a bird chirping for your cell phone's ring. What's weird is that this isn't the first time this has happened to you. You're probably not insane – instead, you are suffering from what's come to be called ringxiety.
- 05**

It's not surprising that in the increasingly wireless and connected world, humanity would begin to suffer techno-neuroses. Electronic gadgets have become a part of the everyday lives of people worldwide. Ringxiety is among the first of these new neuroses to emerge, along with Internet addiction and the "crackberry" phenomenon – a person's compulsive urge to use and check his BlackBerry wireless device. While crackberry addiction is a compulsive behavior, ringxiety may be a result of that and similar compulsions.

Some researchers think that ringxiety stems from a constant state of readiness that could develop in cell phone users. Before the advent of wireless phones, no one expected a call while driving in the car, shopping at the grocery store or dancing at a nightclub. With cell phones, though, there's a potential for a call to come through at any moment. Because of this, it's possible that our brains are conditioned to expect a call constantly, and when a person hears a tone that reminds him of his cell phone ringing, he will believe that's the case. Others believe that ringxiety – or in this case, phantom ringing – simply stems from confusion due to the frequency of most stock cell phone ringtones and the location of our ears.

Those who opt to set the phone to "vibrate" rather than "ring" aren't off the hook either. Even stranger than phantom ringing is the phantom vibration phenomenon. This is also a part of the ringxiety that David Laramie studied, although fewer ideas about its origins have been suggested. It's similar to phantom ringing, but phantom vibration is a physical rather than an auditory hallucination. It's also similar to another, well-documented phenomenon called phantom limb syndrome. In this medically recognized condition, amputees – people who've had limbs removed – report feeling pain in limbs that are no longer attached to their bodies. Is it possible that people have become as attached to their cell phones as they are to their own arms and legs?

CLARK, Josh. Do you suffer from "ringxiety"? Mar. 2008. Available at: <<http://communication.howstuffworks.com/ringxiety.htm>>. (Adapted).

01. Com base no texto, pode-se concluir que a palavra *ringxiety* é um neologismo resultante da combinação de
- |   |                                       |
|---|---------------------------------------|
| A) <i>ringer</i> e <i>antianxiety</i> .   | C) <i>ring</i> e <i>contrariety</i> . |
| B) <i>ringing tone</i> e <i>society</i> . | D) <i>anxiety</i> e <i>ring</i> .     |

02. Segundo o texto, há indícios de que uma pessoa esteja sofrendo de *ringxiety* quando
- ela deseja ter um celular mais moderno e não tem recursos para adquiri-lo.
  - ela costuma confundir o som de um pássaro com o toque de seu celular.
  - ela demonstra ansiedade sempre que tem de atender ao telefone celular.
  - o telefone celular toca e não é possível identificar a origem da chamada.

03. De acordo com o texto, indique a alternativa que completa **CORRETAMENTE** o enunciado.
- Crackberry phenomenon can best be defined as*
- a compulsive behavior some people feel to use and check their BlackBerry.*
  - the ability some people have to invade computers, such as crackers and hackers.*
  - a symptom of a techno-neurosis that indicates a person suffers from ringxiety.*
  - a positive and desirable behavior in the increasingly wireless and connected world.*

04. Marque a alternativa que contém **SOMENTE** substantivo(s) e verbo(s) utilizados no texto em contextos que expressam as noções de "origem, fonte, ou surgimento".
- Stem – origins – emerge*
  - Origins – gadgets – advent*
  - Emerge – origins – weird*
  - Chirping – stem – origins*

05. No último parágrafo do texto, o autor apresenta uma analogia entre *phantom vibration* e *phantom limb syndrome* para insinuar que
- são fenômenos médicos relacionados a alucinações muito distintas entre si.
  - ambos os fenômenos comparados são condições médicas recentes.
  - esses dois fenômenos são síndromes que somente ocorrem em pessoas amputadas.
  - o celular parece ter se tornado uma extensão virtual do nosso próprio corpo.

06. De acordo com o texto, quais das alternativas abaixo completam corretamente o enunciado a seguir?
- According to the text, it is appropriate to say that techno-neuroses are most probably identified in people*
- who show ringxiety behavior.*
  - who are addicted to the Internet.*
  - while they are driving, shopping or dancing.*
  - only when they are using their cell phones.*

Marque a alternativa que contém somente afirmativas **CORRETAS**.

- |             |                 |
|-------------|-----------------|
| A) I e IV   | C) II, III e IV |
| B) II e III | D) I e II       |

07. Segundo o texto, quais das alternativas a seguir completam **CORRETAMENTE** o enunciado abaixo?

*Some researchers, concerning the possible origins of ringxiety, believe that*

- I. *it is caused by insane behavior or some kind of mental disorder common in people with techno-neuroses.*
- II. *it may result from confusion in the sound frequency of ringtones and the location of our ears.*
- III. *it is an anxiety syndrome which reflects the high level of competition existing in our capitalist society.*
- IV. *our brains have become conditioned to expect cell phone calls constantly in this wireless society.*

Marque a alternativa que contém somente afirmativas **CORRETAS**.

- A) II e IV                      C) III e IV  
B) I e III                      D) I e II

## TEXT IV

### FUVEST-SP-2010

As everybody knows, if you do not work out, your muscles get flaccid. What most people don't realize, however, is that your brain also stays in better shape when you exercise.

Surprised? Although the idea of exercising cognitive machinery by performing mentally demanding activities – popularly termed the “use it or lose it” hypothesis – is better known, a review of dozens of studies shows that maintaining a mental edge requires more than that. Other things you do – including participating in activities that make you think, getting regular exercise, staying socially engaged and even having a positive attitude – have a meaningful influence on how effective your cognitive functioning will be in old age.

Available at: <[www.scientificamerican.com/article](http://www.scientificamerican.com/article)>. Accessed: July 06<sup>th</sup>, 2009. (Adapted).

01. O texto informa que
- A) exercícios físicos são benéficos para o corpo e para a saúde mental.
  - B) as pessoas não se dão conta da importância de músculos fortes.
  - C) o cérebro é muito pouco exercitado por pessoas que não trabalham.
  - D) todo mundo deveria exercitar-se diariamente.
  - E) grande parte das pessoas preocupa-se apenas com a aparência física.
02. Segundo o texto, o bom funcionamento de nosso cérebro na velhice depende, entre outros fatores,
- A) das perdas e ganhos que vivenciamos ao longo da vida.
  - B) da herança genética que trazemos conosco.
  - C) das modalidades de exercícios físicos que realizamos.
  - D) da complexidade de exercícios intelectuais a que somos expostos.
  - E) de nosso engajamento em atividades intelectuais e sociais.

## ENEM EXERCISES

Texto para a questão 01

### The death of the PC

The days of paying for costly software upgrades are numbered. The PC will soon be obsolete. And *BusinessWeek* reports 70% of Americans are already using the technology that will replace it. Merrill Lynch calls it “a \$160 billion tsunami”. Computing giants including IBM, Yahoo!, and Amazon are racing to be the first to cash in on this PC-killing revolution. Yet, two little-known companies have a huge head start. Get their names in a free report from The Motley Fool called, “The Two Words Bill Gates Doesn't Want You to Hear..” Click here for instant access to this FREE report!

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Available at: <<http://www.fool.com>>. Accessed: July 21<sup>st</sup>, 2010.

01. (Enem-2010) Ao optar por ler a reportagem completa sobre o assunto anunciado, tem-se acesso a duas palavras que Bill Gates não quer que o leitor conheça e que se referem
- A) aos responsáveis pela divulgação desta informação na Internet.
  - B) às marcas mais importantes de microcomputadores do mercado.
  - C) aos nomes dos americanos que inventaram a suposta tecnologia.
  - D) aos *sites* da Internet pelos quais o produto já pode ser conhecido.
  - E) às empresas que levam vantagem para serem suas concorrentes.

Texto para a questão 02

### Viva la Vida

I used to rule the world  
Seas would rise when I gave the word  
Now in the morning and I sleep alone  
Sweep the streets I used to own  
I used to roll the dice  
Feel the fear in my enemy's eyes  
Listen as the crowd would sing  
“Now the old king is dead! Long live the king!”  
One minute I held the key  
Next the walls were closed on me  
And I discovered that my castles stand  
Upon pillars of salt and pillars of sand  
[...]

MARTIN, C. Viva la vida, Coldplay. In: *Viva la vida or Death and all his friends*. Parlophone, 2008.

02. (Enem-2010) Letras de músicas abordam temas que, de certa forma, podem ser reforçados pela repetição de trechos ou palavras. O fragmento da canção "Viva la vida", por exemplo, permite conhecer o relato de alguém que
- costumava ter o mundo aos seus pés e, de repente, se viu sem nada.
  - almeja o título de rei e, por ele, tem enfrentado inúmeros inimigos.
  - causa pouco temor a seus inimigos, embora tenha muito poder.
  - limpava as ruas e, com seu esforço, tornou-se rei de seu povo.
  - tinha a chave para todos os castelos nos quais desejava morar.

## GLOSSARY

- Advisor = orientador(a)
- Belong (verb) = pertencer (belong - belonged - belonged)
- Owner = dono(a)



- Remain (verb) = permanecer (remain - remained - remained)
- Resign (verb) = renunciar, aposentar (resign - resigned - resigned)

## ANSWER KEY

### Consolidation I

01. A) who / that  
 B) which  
 C) whom  
 D) who  
 E) whose

## Consolidation II

| Wrong form | Correct form | Line on the text |
|------------|--------------|------------------|
| make       | made         | 5                |
| its        | his          | 7                |
| dead       | died         | 11               |
| itself     | himself      | 12               |
| Developing | Developed    | 16               |
| begun      | began        | 18               |
| took       | taken        | 19               |
| are        | is           | 20               |
| leave      | live         | 22               |
| There is   | There are    | 32               |
| who        | which        | 34               |

## Proposed Exercises

- |       |       |
|-------|-------|
| 01. B | 11. D |
| 02. C | 12. A |
| 03. C | 13. B |
| 04. D | 14. A |
| 05. D | 15. C |
| 06. B | 16. B |
| 07. C | 17. E |
| 08. C | 18. A |
| 09. E | 19. A |
| 10. D |       |

### Text I

01. E

### Text II

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 01. B | 03. A | 05. D | 07. B | 09. A |
| 02. C | 04. D | 06. A | 08. C | 10. D |

### Text III

- |       |       |       |       |
|-------|-------|-------|-------|
| 01. D | 03. A | 05. D | 07. A |
| 02. B | 04. A | 06. D |       |

### Text IV

01. A    02. E

## Enem Exercises

01. E    02. A

# LIST OF REGULAR VERBS

| INFINITIVE     | PAST TENSE    | PAST PARTICIPLE | TRANSLATION        |
|----------------|---------------|-----------------|--------------------|
| <b>A</b>       |               |                 |                    |
| to accuse      | accused       | accused         | acusar             |
| to allow       | allowed       | allowed         | permitir           |
| to annoy       | annoyed       | annoyed         | incomodar          |
| to appear      | appeared      | appeared        | aparecer           |
| to arrange     | arranged      | arranged        | arranjar           |
| to avoid       | avoided       | avoided         | evitar             |
| <b>B</b>       |               |                 |                    |
| to beg         | begged        | begged          | suplicar           |
| to behave      | behaved       | behaved         | comportar-se       |
| to believe     | believed      | believed        | acreditar          |
| to belong      | belonged      | belonged        | pertencer          |
| to betray      | betrayed      | betrayed        | trair              |
| to borrow      | borrowed      | borrowed        | pedir emprestado   |
| to breathe     | breathed      | breathed        | respirar           |
| to bury        | buried        | buried          | enterrar           |
| <b>C</b>       |               |                 |                    |
| to care        | cared         | cared           | importar-se        |
| to claim       | claimed       | claimed         | reivindicar        |
| to complain    | complained    | complained      | reclamar           |
| <b>D</b>       |               |                 |                    |
| to defeat      | defeated      | defeated        | derrotar           |
| to delay       | delayed       | delayed         | atrasar            |
| to deny        | denied        | denied          | negar              |
| to deserve     | deserved      | deserved        | merecer            |
| to desire      | desired       | desired         | desejar            |
| to distinguish | distinguished | distinguished   | distinguir         |
| to drop        | dropped       | dropped         | derrubar           |
| <b>E</b>       |               |                 |                    |
| to encourage   | encouraged    | encouraged      | encorajar          |
| to envy        | envied        | envied          | invejar            |
| to excuse      | excused       | excused         | desculpar          |
| <b>F</b>       |               |                 |                    |
| to fear        | feared        | feared          | temer              |
| to fetch       | fetches       | fetches         | ir buscar          |
| to fill        | filled        | filled          | encher             |
| to fire        | fired         | fired           | despedir, disparar |
| to frighten    | frightened    | frightened      | assustar           |
| <b>H</b>       |               |                 |                    |
| to happen      | happened      | happened        | acontecer          |
| to hate        | hated         | hated           | odiar              |
| to help        | helped        | helped          | ajudar             |
| to hurry       | hurried       | hurried         | apressar-se        |
| <b>I</b>       |               |                 |                    |
| to inhabit     | inhabited     | inhabited       | habitar            |
| to insult      | insulted      | insulted        | insultar           |
| <b>J</b>       |               |                 |                    |
| to joke        | joked         | joked           | brincar            |
| to judge       | judged        | judged          | julgar             |
| to jump        | jumped        | jumped          | pular              |
| <b>K</b>       |               |                 |                    |
| to knock       | knocked       | knocked         | bater              |
| <b>L</b>       |               |                 |                    |
| to land        | landed        | landed          | aterrar            |
| to laugh       | laughed       | laughed         | rir                |
| <b>M</b>       |               |                 |                    |
| to marry       | married       | married         | casar-se           |
| to murder      | murdered      | murdered        | matar              |
| <b>O</b>       |               |                 |                    |
| to obey        | obeyed        | obeyed          | obedecer           |
| to omit        | omitted       | omitted         | omitir             |
| to order       | ordered       | ordered         | ordenar, pedir     |
| to owe         | owed          | owed            | dever              |
| to own         | owned         | owned           | ter, possuir       |

| INFINITIVE   | PAST TENSE | PAST PARTICIPLE | TRANSLATION                 |
|--------------|------------|-----------------|-----------------------------|
| <b>P</b>     |            |                 |                             |
| to permit    | permitted  | permitted       | permitir                    |
| to persuade  | persuaded  | persuaded       | persuadir                   |
| to place     | placed     | placed          | colocar                     |
| to prefer    | preferred  | preferred       | preferir                    |
| to prevent   | prevented  | prevented       | evitar, impedir             |
| to pronounce | pronounced | pronounced      | pronunciar                  |
| <b>Q</b>     |            |                 |                             |
| to quarrel   | quarreled  | quarreled       | discutir, brigar            |
| <b>R</b>     |            |                 |                             |
| to raise     | raised     | raised          | levantar                    |
| to refuse    | refused    | refused         | recusar                     |
| to reply     | replied    | replied         | responder                   |
| <b>S</b>     |            |                 |                             |
| to seem      | seemed     | seemed          | parecer                     |
| to shout     | shouted    | shouted         | gritar                      |
| to struggle  | struggled  | struggled       | esforçar-se                 |
| to succeed   | succeeded  | succeeded       | ter sucesso                 |
| <b>T</b>     |            |                 |                             |
| to taste     | tasted     | tasted          | provar (alimentos, bebidas) |
| <b>W</b>     |            |                 |                             |
| to warn      | warned     | warned          | advertir                    |
| to waste     | wasted     | wasted          | desperdiçar                 |
| to wonder    | wondered   | wondered        | querer saber, imaginar      |
| to wreck     | wrecked    | wrecked         | colidir, chocar             |

# LIST OF IRREGULAR VERBS

| INFINITIVE   | PAST TENSE | PAST PARTICIPLE | TRANSLATION             |
|--------------|------------|-----------------|-------------------------|
| <b>A</b>     |            |                 |                         |
| to arise     | arose      | arisen          | surgir, erguer-se       |
| to awake     | awoke      | awoken          | despertar, acordar      |
| <b>B</b>     |            |                 |                         |
| to be        | was, were  | been            | ser, estar              |
| to bear      | bore       | born, borne     | suportar, dar à luz     |
| to beat      | beat       | beaten          | bater, espancar         |
| to become    | became     | become          | tornar-se               |
| to befall    | befell     | befallen        | acontecer               |
| to beget     | begot      | begotten, begot | procriar, gerar         |
| to begin     | began      | begun           | começar, iniciar        |
| to behold    | beheld     | beheld          | contemplar              |
| to bend      | bent       | bent            | curvar, dobrar          |
| to bet       | bet        | bet             | apostar                 |
| to bid       | bid        | bid             | oferecer, concorrer     |
| to bind      | bound      | bound           | unir, encadernar        |
| to bite      | bit        | bitten          | morder, engolir a isca  |
| to bleed     | bled       | bled            | sangrar, ter hemorragia |
| to blow      | blew       | blown           | (as)soprar, estourar    |
| to break     | broke      | broken          | quebrar, romper         |
| to breed     | bred       | bred            | procriar, reproduzir    |
| to bring     | brought    | brought         | trazer                  |
| to broadcast | broadcast  | broadcast       | irradiar, transmitir    |
| to build     | built      | built           | construir, edificar     |
| to burst     | burst      | burst           | arrebentar, estourar    |
| to buy       | bought     | bought          | comprar                 |
| <b>C</b>     |            |                 |                         |
| to cast      | cast       | cast            | arremessar, lançar      |
| to catch     | caught     | caught          | pegar, capturar         |
| to choose    | chose      | chosen          | escolher                |
| to cling     | clung      | clung           | aderir, segurar-se      |
| to come      | came       | come            | vir                     |
| to cost      | cost       | cost            | custar                  |
| to creep     | crept      | crept           | rastejar, engatinhar    |
| to cut       | cut        | cut             | cortar, reduzir         |



| INFINITIVE  | PAST TENSE | PAST PARTICIPLE | TRANSLATION           |
|-------------|------------|-----------------|-----------------------|
| <b>D</b>    |            |                 |                       |
| to deal     | dealt      | dealt           | negociar, tratar      |
| to dig      | dug        | dug             | cavar, cavoucar       |
| to do       | did        | done            | fazer                 |
| to draw     | drew       | drawn           | sacar, desenhhar      |
| to drink    | drank      | drunk           | beber                 |
| to drive    | drove      | driven          | dirigir, ir de carro  |
| to dwell    | dwelt      | dwelt           | morar                 |
| <b>E</b>    |            |                 |                       |
| to eat      | ate        | eaten           | comer                 |
| <b>F</b>    |            |                 |                       |
| to fall     | fell       | fallen          | cair                  |
| to feed     | fed        | fed             | alimentar, nutrir     |
| to feel     | felt       | felt            | sentir, sentir-se     |
| to fight    | fought     | fought          | lutar, batalhar       |
| to find     | found      | found           | achar, encontrar      |
| to flee     | fled       | fled            | fugir, escapar        |
| to fling    | flung      | flung           | arremessar            |
| to fly      | flew       | flown           | voar, pilotar         |
| to forbid   | forbade    | forbidden       | proibir               |
| to forget   | forgot     | forgotten       | esquecer              |
| to forgive  | forgave    | forgiven        | perdoar               |
| to freeze   | froze      | frozen          | congelar, paralisar   |
| <b>G</b>    |            |                 |                       |
| to get      | got        | gotten, got     | obter, conseguir      |
| to give     | gave       | given           | dar, conceder         |
| to go       | went       | gone            | ir                    |
| to grind    | ground     | ground          | moer                  |
| to grow     | grew       | grown           | criecer, cultivar     |
| <b>H</b>    |            |                 |                       |
| to have     | had        | had             | ter, beber, comer     |
| to hear     | heard      | heard           | ouvir, escutar        |
| to hide     | hid        | hidden, hid     | esconder              |
| to hit      | hit        | hit             | bater, ferir          |
| to hold     | held       | held            | segurar               |
| to hurt     | hurt       | hurt            | machucar, ferir       |
| <b>K</b>    |            |                 |                       |
| to keep     | kept       | kept            | guardar, manter       |
| to know     | knew       | known           | saber, conhecer       |
| to knell    | knelt      | knelt           | ajoelhar-se           |
| <b>L</b>    |            |                 |                       |
| to lay      | laid       | laid            | pôr (ovos)            |
| to lead     | led        | led             | liderar, guiar        |
| to leave    | left       | left            | deixar, partir        |
| to lend     | lent       | lent            | dar emprestado        |
| to let      | let        | let             | deixar, alugar        |
| to lie      | lay        | lain            | deitar(-se)           |
| to lose     | lost       | lost            | perder, extraviar     |
| <b>M</b>    |            |                 |                       |
| to make     | made       | made            | fazer, fabricar       |
| to mean     | meant      | meant           | significar            |
| to meet     | met        | met             | encontrar, conhecer   |
| <b>O</b>    |            |                 |                       |
| to overcome | overcame   | overcome        | superar               |
| to overtake | overtook   | overtaken       | alcançar, surpreender |
| <b>P</b>    |            |                 |                       |
| to pay      | paid       | paid            | pagar                 |
| to put      | put        | put             | colocar, pôr          |
| <b>Q</b>    |            |                 |                       |
| to quit     | quit       | quit            | abandonar, largar de  |
| <b>R</b>    |            |                 |                       |
| to read     | read       | read            | ler                   |
| to ride     | rode       | ridden          | andar, cavalgar       |

| INFINITIVE    | PAST TENSE   | PAST PARTICIPLE | TRANSLATION              |
|---------------|--------------|-----------------|--------------------------|
| to ring       | rang         | rung            | tocar (campaíha)         |
| to rise       | rose         | risen           | subir, erguer-se         |
| to run        | ran          | run             | correr, concorrer        |
| <b>S</b>      |              |                 |                          |
| to saw        | sawed        | sawn            | serrar                   |
| to say        | said         | said            | dizer                    |
| to see        | saw          | seen            | ver, entender            |
| to seek       | sought       | sought          | procurar                 |
| to sell       | sold         | sold            | vender                   |
| to send       | sent         | sent            | mandar, enviar           |
| to set        | set          | set             | pôr, colocar, ajustar    |
| to shake      | shook        | shaken          | sacudir, tremer          |
| to shed       | shed         | shed            | derramar, deixar cair    |
| to shine      | shone        | shone           | brilhar, reluzir         |
| to shoot      | shot         | shot            | atirar, alvejar          |
| to show       | showed       | shown           | mostrar, exibir          |
| to shrink     | shrank       | shrunk          | encolher, contrair       |
| to shut       | shut         | shut            | fechar, cerrar           |
| to sing       | sang         | sung            | cantar                   |
| to sink       | sank         | sunk            | afundar, submergir       |
| to sit        | sat          | sat             | sentar                   |
| to slay       | slew         | slain           | matar, assassinar        |
| to sleep      | slept        | slept           | dormir                   |
| to slide      | slid         | slid            | deslizar, escorregar     |
| to sling      | slung        | slung           | atirar, arremessar       |
| to speak      | spoke        | spoken          | falar                    |
| to spend      | spent        | spent           | gastar, passar (tempo)   |
| to spin       | spun         | spun            | girar, rodopiar          |
| to spit       | spit, spat   | spit, spat      | cuspir                   |
| to spread     | spread       | spread          | espalhar, difundir       |
| to spring     | sprang       | sprung          | saltar, pular            |
| to stand      | stood        | stood           | ficar de pé, aguentar    |
| to steal      | stole        | stolen          | roubar, furtar           |
| to stick      | stuck        | stuck           | cravar, fincar, enfiar   |
| to sting      | stung        | stung           | picar c/ ferrão (inseto) |
| to stink      | stank        | stunk           | cheirar mal, feder       |
| to strike     | struck       | struck          | golpear, bater           |
| to string     | strung       | strung          | encordoar, amarrar       |
| to strive     | strove       | striven         | esforçar-se, lutar       |
| to swear      | swore        | sworn           | jurar, prometer          |
| to sweep      | swept        | swept           | varrer                   |
| to swim       | swam         | swum            | nadar                    |
| to swing      | swang, swung | swung           | balançar, alternar       |
| <b>T</b>      |              |                 |                          |
| to take       | took         | taken           | tomar, pegar, aceitar    |
| to teach      | taught       | taught          | ensinar, dar aula        |
| to tear       | tore         | torn            | rasgar, despedaçar       |
| to tell       | told         | told            | contar (uma história)    |
| to think      | thought      | thought         | pensar                   |
| to throw      | threw        | thrown          | atirar, arremessar       |
| to tread      | trod         | trodden         | pisar, trilhar, seguir   |
| <b>U</b>      |              |                 |                          |
| to undergo    | underwent    | undergone       | submeter-se a, suportar  |
| to understand | understood   | understood      | entender, compreender    |
| to uphold     | upheld       | upheld          | sustentar, apoiar        |
| to upset      | upset        | upset           | pertubar, preocupar      |
| <b>W</b>      |              |                 |                          |
| to wear       | wore         | worn            | vestir, usar, desgastar  |
| to win        | won          | won             | vencer, ganhar           |
| to wind       | wound        | wound           | enrolar, dar corda       |
| to write      | wrote        | written         | escrever, redigir        |
| to weep       | wept         | wept            | chorar                   |